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ABSTRACT

Annual reports of two federal educational programs for FY 1975 comprise this document: Title II of the Elementary and Secondary Education Act (ESEA Title II) and Title III of the National Defense Education Act (NDEA TITLE III). Compiled from the performance and financial reports submitted by state educational agencies to the U.S. Office of Education, the first report includes both narrative and statistical data and provides a comparison of actual accomplishments to established goals, reasons for slippage where established goals were not met, and other pertinent information. Examples from the states and areas cited to illustrate various topics covered by the report are arranged by the geographic regions (Northeast, Southeast, Upper Midwest, Mid-Continent, Western). No data tables are provided. Compiled in the same manner as the Title II report, the NDEA Title III report describes the general and specific objectives of states for the implementation of the program, management activities undertaken to achieve those objectives, and the relative success met. The report also discusses the cumulative impact of NDEA Title III on education and describes loans to private and nonprivate elementary and secondary schools. Tables include data on expenditures for FY 1959-1975, as well as those for specific subject areas for FY 1975. (Author/JD)

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ANNUAL REPORTS

TITLE II, ESEA

SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS FISCAL YEAR 1975

TITLE III, NDEA

STRENGTHENING INSTRUCTION IN THE ACADEMIC SUBJECTS FISCAL YEAR 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary
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Office of Education

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IR007171

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I. ESEA TITLE II: SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

1. INTRODUCTION

This is the tenth annual report of programs under title II of the Elementary and Secondary Education Act, as amended, The Elementary and Secondary Education Act of 1965 (P.L. 89-10) was signed into law on April 11, 1965 and funded by Congress the following September. The Committee on Labor and Welfare summed up the reasons which prompted the writing and passing of title II, as follows:

> The Committee believes not only that there is widespread lack of library resources, textbooks, and other instructional materials in our elementary and secondary schools, but is also convinced of the serious consequence to our educational program in the event there is a failure to fill their need. 1/

Title II provides Federal assistance for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. Its purpose is to improve learning and teaching by making available high quality instructional materials to pupils and their teachers.

The authorization and appropriations of the program up to and including fiscal year 1975 are as follows:

Fiscal Year	Authorization	Appropriation
1966	$ 100,000,000	$ 100,000,000
1967	125,000,000	102,000,000
1968	150,000,000	99,234,000
1969	162,500,000	50,000,000
1970	200,000,000	42,500,000
1971	200,000,000	80,000,000
1972	210,000,000	90,000,000
1973	220,000,000	100,000,000
1974	210,000,000	90,250,000
1975	210,000,000	95,250,000

Up to three percent of the appropriation is set aside for allotment among American Samoa, Guam, P.R., the Trust Territory of the Pacific Islands, V.I., and the Department of the Interior for schools operated by the Bureau of Indian Affairs for Indian children. The balance of the appropriation was allotted to the States and D. C. on the basis of the number of children enrolled in public and private elementary and secondary schools in each State in proportion to the national total of such children.

1/ Elementary and Secondary Education Act of 1965: Senate Report No. 146, Washington: U. S. Government Printing Office, 1965, p. 21

States operate their title II programs on the basis of State plans approved by the Commissioner of Education. State plans include assurance of administration of the program and descriptions of procedures for allotment of funds on the basis of relative need and for equitable treatment of private school children. They set forth selection criteria for the materials acquired under the title II program and establish standards for use in making determinations of the adequacy, quantity, and quality of the materials selected. Material changes in the program or its administration requires an amendment to the plan and approval by the Commissioner of Education.

In the U.S. Office of Education, title II was administered during fiscal year 1975 in the Office of Libraries and Learning Resources. For program administration, States and participating areas were divided into five regions of the United States as follows:

Northeast	Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont
Southeast	Alabama, District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Puerto Rico, Virgin Islands
Upper Midwest	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
Mid-Continent	Arkansas, Colorado, Idaho, Louisiana, Montana, New Mexico, Oklahoma, Texas, Utah, Wyoming
Western	Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington, American Samoa, Guam, Trust Territory of the Pacific Islands, Bureau of Indian Affairs

This report on the title II program in fiscal year 1975 was compiled from the performance and financial status reports submitted by State educational agencies to the U.S. Office of Education. The performance reports include both narrative and statistical data and provide a comparison of actual accomplishments to established goals, reasons for slippage where established goals were not met, and other pertinent information. The financial status report provides expenditure data in the various categories of eligible expenditures.

The examples from the States and areas cited to illustrate the various topics covered by the report are arranged in order by the geographic regions - Northeast, Southeast, Upper Midwest, Mid-Continent, Western.

The report provides evidence that the management and program goals established by the States and areas were met to a large degree. The reports on such program goals as in-service activities in the selection and use of media and improving the quantities, qualities, and variety of media available for use in instructional programs indicate that the title II program contributed to pupil achievement, supported instructional change and provided more varied learning experiences.

2. STATE ADMINISTRATION

The percent of total expenditures reported for State administration of the title II program in fiscal year 1975 was 4.0 percent, considerably less than the amount actually available (Table 1). Five percent of the amount paid to the State under the title or $50,000, whichever is greater, is the amount actually available. Administrative funds under title II are used for those additional expenses incurred as a direct result of administration of the State plan and include such costs as salaries, wages, and personal service costs of staff, communications and utilities, office supplies and printing, travel, equipment and rental of office space. Since the beginning of the title II program, State educational agencies have spent conservatively for the administration of title II, reserving funds as much as possible for the acquisition of instructional materials for the use of children and teachers in public and private elementary and secondary schools. The period of time during which appropriated funds could be expended by State educational agencies was extended through the succeeding fiscal year by P.L. 92-318 (Sec. 301(a)(1) of the General Education Provisions Act). Under this authority, State educational agencies reported that $13.8 million of fiscal year 1975 funds will be carried over for expenditure in fiscal year 1976.

Table 2 provides data on the number of administrators, supervisors, clerical and secretarial, and other positions assigned in State educational agencies to administer the title II program in fiscal year 1975. The number of staff assigned to the program since 1966 has remained fairly constant except in those years when the title II appropriation was seriously reduced.

Table 3 shows the number and percent of public elementary and secondary schools with and without media centers in fiscal year 1975. State educational agencies in a number of States and outlying areas were unable to report these data. Of those reporting, 83.3 percent of public elementary schools and over 97 percent of public secondary schools have library media centers. It should be noted that six States - Del., Hawaii, N.C., R.I., S.D., and Tex. have library media centers in all public schools.

Data on the number of public schools with and without library media centers were collected at intervals during the life of the title II program because many States used ESEA title II funds to establish basic collections in public school library media centers and to strengthen those already established. Testimony offered before the enactment of title II in 1965 presented research in the field of education that quality in school library programs is directly related to academic achievement, to remaining in high school, and to continuing in college. Effective instructional programs are in a large measure

dependent upon the quality and quantity of educational materials available for teaching and learning. Prior to the enactment of title II, almost 70 percent of public elementary schools lacked libraries and many children in both public and private elementary and secondary schools were without up-to-date textbooks, and library materials in various subject areas of the curriculum.

3. PARTICIPATION OF CHILDREN AND TEACHERS AND UTILIZATION OF FUNDS BY LOCAL EDUCATIONAL AGENCIES

Table 4 provides data on the number of children and teachers participating in the title II program in fiscal year 1975. In the fall of 1975, 44.3 million children were enrolled in public elementary and secondary schools.1/ Reported participation in title II was therefore nearly 79 percent of all public school children.

Comparable statistics for private school children enrolled in 1975 were not available; however, the National Center for Educational Statistics projected in another publication a nonpublic school enrollment of 5.4 million in 1975.2/ Using that figure, participation in title II in fiscal year 1975 of private school children was about 70 percent.

The figure shown in Table 4 for participating teachers represents the teachers in the 82,279 public and private schools whose pupils had the use of school library resources, or textbooks, or other instructional materials purchased with title II funds. The figures do not represent the number of teachers who had the use of professional materials (books, periodicals, curriculum guides, etc.) which were provided to some extent by title II; however, the resources used by pupils were of value to teachers in programs of instruction.

Among the three categories of eligible acquisitions under title II, school library resources, textbooks, and other instructional materials, the States continued in fiscal year 1975 to give priority to the first (Table 5). The $68.9 million shown in column 2 as spent for school library resources is 92.4 percent of the entire amount spent for acquisitions. School library resources are books, audiovisual materials, periodicals, etc., that are cataloged and processed for use by children and teachers. Other instructional materials (the same items identified as school library resources but not cataloged and processed) took 6.6 percent and textbooks accounted for only one percent. As compared with previous years, the proportions spent for the three items remain roughly the same.

Eighteen States, D.C., and Guam purchased school library resources only. P.R. and eight States, Ark., Colo., Mich., N.J., N.M., Penn., Tenn., and Vt., allotted more than 19 percent of acquisition funds to other instructional materials. Only American Samoa, the Trust Territory of the Pacific Islands and P.R. spent significant amounts for textbooks. The higher expenditure in these areas for textbooks is accounted for by unusal linguistic problems and need for bilingual textbooks.

1/ Grant, W. Vance, and C. George Lind. Digest of Education Statistics, 1976 Edition. Washington, D. C., Department of Health, Education, and Welfare, 1977. NCES77-601. p. 34.

2/ Simon, Kenneth A., and Marie G. Fullam. Projection of Educational Statistics to 1979-80. Washington, D. C., Department of Health, Education, and Welfare, 1971. OE-10030-703. p. 21.

In fiscal year 1975, State educational agencies reported expenditures of $3 million for ordering, processing, cataloging, and delivering services (Table 6, column 7). In some States, these costs were not reported separately from acquisitions so the amount actually expended is probably higher than the figure reported. The small amount expended indicates that much of the cost for these services continues to be absorbed by local educational agencies, leaving more title II funds for the acquisition of resources.

Table 6 (columns 2-5) shows the cost of instructional materials acquired for the use of public and private school children. The proportion spent for acquisitions for the use of children enrolled in private elementary and secondary schools (9.3 percent) corresponds roughly with the percent private school children represent of all children participating in title II in fiscal year 1975 (Table 6, column 6). Tables 7 and 8 show the division of expenditures among the three eligible categories for public and private school children.

4. ESEA TITLE II MANAGEMENT GOALS

To guarantee that ESEA title II is effectively administered, State educational agencies and local school districts set management goals for the provision of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. Together with program goals which concern themselves with the learning needs of children, these management goals provide a sense of broad direction for the effective implementation of title II. These overall management goals identified by each State spell out administrative, supervisory and fiscal policies and procedures to be followed in the operation of the program. They include procedures for acquiring, processing, controlling, and inventorying materials, and maintaining records of these materials; procedures for making the materials available; the procedures for fiscal control and accounting -- in short, all activities relating to the successful administration of the program.

In the Northeastern States, management goals for fiscal year 1975 ranged from three goals simply stated (as in Conn. and R.I.) to a reported 14 in N.Y. In between were those States that used detailed subheadings to spell out other broadly listed aims. R.I.'s goal "to provide new directions through the application of modern management" was echoed in varying forms and phrases by other States, as was Conn.'s "to be more efficient in procedures of programming funds to schools".

N.Y. State worked to provide guidance to schools, e.g., in N.Y. City where planning sessions were conducted for local supervisory staff to clarify aspects of ESEA title II and NDEA title III for district and building level personnel. These workshops reached approximately 700 persons. Another management component included the scheduling of regional consultations at ten sites throughout the State to enable school districts developing competitive proposals to avail themselves of technical assistance offered by the staff of the Bureau of School Libraries. On-site monitoring and evaluation visits to previously funded projects resulted in the review of 75 such projects, reports for which are now available. One management goal in particular was especially educational in nature:

> Schools were notified of approval or disapproval of Special Purpose, Special Purpose Incentive, and Unigrants. Disapproval letters cited areas of weakness in the project application.

Dissemination of information regarding the title II program continued to loom large as a legitimate management goal. Vt. proposed to accomplish this through (1) bulletins from the Department of Education to school librarians and school superintendents, (2) regularly scheduled

book selection meetings around the State at which time title II information will be discussed, (3) conferences with school personnel, and (4) meetings of professional organizations such as the Vt. Educational Media Association and the Vt. Library Association. Vt. also reported a continuation of its CoGram (Consolidated Grants Management), a program in which five superintendents participated in fiscal year 1975. This combination of ESEA titles I, II and III and NDEA title III into one application form is intended to encourage better program planning on the part of schools and districts. N.J. is making a similar attempt at coordination of activities in its management goal "to work with the ESEA title IV-B Task Force in developing the consolidated plan".

Most of the Southeastern States continued to emphasize as management goals (1) coordination of ESEA title II with that of other Federal programs and (2) management-by-objectives. Ala. planned to conduct a needs assessment to establish priorities, and also had as a goal "to provide assistance in planning and utilization of materials, to provide lists from which to select materials and to make on-site visits for monitoring activities to nonpublic schools in the program". Applications for grants were to be reviewed by the title II coordinator before approval would be given. The following considerations were important in determining final action:

- Consistency of the proposal with the purpose of the title II program as specified in the law and the State plan
- Evidence of satisfactory maintenance of local effort
- Completeness of information given in the project description detailing procedures followed in project planning

Important to the success of title II is who is responsible for its implementation within a State. Fla. reported as a management goal the transfer of the title II program from the Bureau of Curriculum and Personnel Department to the School Library Media Services Section, Bureau of Program Support Services. Among other goals spelled out by Fla. were these:

- A revised application form will be developed prior to the start of fiscal year 1975
- Timetables for local education agencies to develop and submit applications, report expenditures, etc., will be established, based on the date of receipt of the State Grant Award...

- Staff assignments for implementing title II program objectives will be made prior to the start of the current fiscal year

- Given the need to disseminate program information, revised copies of the Fla. State ESEA Title II Handbook will be completed and ready for mailing with the Notice of Allocation to appropriate staff members at each local education agency.

Fla.'s goal of dissemination of information had its counterpart in Miss., which stated that "this staff will keep the local district superintendents and school librarians informed of the status of title II through newsletters, correspondence, school visitations and telephone conversations".

The role of good management in the development of a sound media program was reflected in two of Md.'s management goals (1) to provide consultative service which will assist in the development of sound media programs, and (2) to collect statistical information which will assist in the development of the media program.

In N.C., the goal "to incorporate skills, attitudes and concepts developed in staff workshops and institutes into regular assignments", was to be carried out through workshops, varying in length from one to five days, conducted by the staff of the Division of Educational Media for librarians, instructional personnel and paraprofessionals.

Succinct and to-the-point management goals were set forth by Va. and Tenn. First, from Va.:

- The overall goal for fiscal year 1975 has been to continue a system of management which seems to be functioning well and which seems generally satisfactory at the State and local levels.

And from Tenn. came these three listed goals:

- Allocate funds to all eligible local education agencies on the basis of a needs formula legislated by the Tenn. General Assembly

- Provide technical assistance to local education agencies as needed

- Expedite the approval process for local education agency applications

From the Mid-Continent States, Okla.'s private schools stressed management goals of information dissemination and determination of needs; N. Mex. listed goals to (1) prepare and submit reports and documents as required by State and Federal guidelines, (2) provide technical assistance to applicants in assessing needs and writing projects for title II funds, and (3) monitor title II projects in selected districts.

In formulating their management goals, States in the Upper Midwest reflected the importance of a variety of concerns necessary to the success of title II. Ind.'s first goal, illustrative of the importance of equitable allocation of funds, took into account:

1. Local education agencies - to public and private school children and teachers

2. Institutions - to the Ind. Board of Health, Ind. State Board of Corrections, Ind. State Board of Mental Health and other State institutions

3. Regional Centers - to operating regional centers, and for the support of curriculum and vocational programs

4. Special purpose grants

To reach the goal of widespread dissemination of information, most States included the provision of application and inventory forms, proper format for the evaluation of existing programs, selection aids lists, and consultative services (including those of program monitoring). Listing staff assignments as a legitimate management goal, Ind. reported:

- Responsibilities to be assigned on the basis of previously listed management objectives

- Additional staff personnel, funded under title V, to assist as needed in the completion of all aspects of management objectives

Each year Iowa chooses a theme as a guide to administer and implement its title II program; for fiscal year 1975, it was Planning AEA (area education agencies) Media Services. It formulated some 20 management goals (many similar to those of fiscal year 1974) to provide a framework, and listed related objectives for each goal. Mich.'s management goals spelled out a complete timetable for its fiscal year 1975 program, beginning with a date in early September for the forwarding to local agencies the title II application forms, and ending with a date in June when inventory and narrative reports are to be filed by local educational agencies with the State educational agency.

A very important part of the title II program is the inclusion of private schools in planning, a fact N. Dak. recognized in stating among its seven goals the need "to encourage maximum cooperation between public schools and private schools in the title II program". The importance of a unified library program to a well-functioning State education system was also widely recognized, either tacitly, or like Wis. as one of its stated goals, to wit: "to begin a long-range plan for statewide development of school media programs".

States in the West reported management goals that in one way or another embodied features of those formulated by Ariz. including assistance with and approval of project applications; collection and dissemination to local educational agencies of information re-proven technological innovations; development of inservice education activities and preparation of periodic management reports. Ariz. was also one of the States that reported as a goal, "title II assistance to nonpublic schools will be administered directly by the Ariz. State educational agency rather than through local educational agency".

The need for cooperation, inherent in title II implementation, was expressed in several of Wash. State's management goals, that taken together show the importance attached to coordinated endeavors:

- Encourage broad-based input from the Learning Resources Advisory Committee to increase their knowledge and commitment to the program
- Gather statewide data to establish standards and pinpoint needs for learning resources
- Increase leadership involvement of and input from the directors and supervisors of sections within the State agency in the title II program
- Include the services of Educational Service District personnel to assist in monitoring
- Continue to increase the involvement of the nonpublic schools to assure that needs for materials for children and teachers in private schools are met
- Coordinate efforts between fiscal and program personnel to assure that all funds are spent in an appropriate and timely manner

A management goal in Hawaii for fiscal year 1975 was to "revise and update the Hawaii State Plan, including criteria for relative need". Ore.'s management goals remained unchanged, but with noting, as its eighth and final goal, one that could well be emulated by every State educational agency in the country: "to provide for comprehensive final reports from school districts so as to improve the annual reporting procedures to the U.S. Office of Education".

5. MANAGEMENT GOALS AND COMPREHENSIVE PLANNING

Management goals used in the administration of title II are formulated in the context of long-range, comprehensive planning on the part of State agencies. Thus, in many States planning for ESEA title II becomes the responsibility of the highest level planning unit as part of its total comprehensive program for education. One objective of comprehensive planning makes possible the concentration of resources on critical educational needs. State priorities can serve as a basis for projects for the improvement of instruction in target areas through the acquisition of appropriate media, and media programs can be made effective through coordination of Federal, State and local funding. In some States, local school districts may use their own discretion in allotting funds under the basic grant program for local curriculum priorities and areas, whereas part of all of the special grant program may be earmarked to support State priority areas.

In Del. requirement of management and behavioral objectives as part of project applications for title II was consistent with State agency planning. In N.J. it has been decided not to use title II monies for textbook purchase, because State aid to public and private schools provides them. In guidelines N.J. distributed with title II allocations, there was a reminder that materials may be selected to implement achievement of goals developed by the State Board of Education. N.J.'s report included the following excerpt:

> The development by the State of a definition of a "thorough and efficient education" for the redistribution of State aid to schools has included the standards of school library/media programs as a basis of evaluation and planning at the State and local levels.
>
> N.J. law requires that every child have continuous access to a library/media center. The data collected by the ESEA title II program will serve as a basis for identifying compliance with the law, evaluation of programs, and indicators for developing long and short range plans.

Comprehensive education agency planning in N.Y. State is reflected in its Goals for Elementary, Secondary and Continuing Education, which lists ten goals "widely shared by the people of the State as to the aspirations of a fully education person and describes the responsibilities of various agencies for achieving the goals. The statement also identifies serious gaps between the goals and current reality". Perhaps the program goals of title II mesh better with this statement than do the management goals, but there are several areas under management that do fit in here. By providing curriculum guides and consultation, by collecting and disseminating information about improved teaching and management practices and about the efficient use of resources, title II does help in implementing desired improvements.

R.I.'s title II needs formula reflected the number one priority -- basic skills -- set in fiscal year 1975 by the State educational agency and the Board of Regents. Standard accounting procedures, another Regents-established priority, is to be implemented in the near future and the title II office has been informed of pilot activities directed towards that end.

Among most States in the Southeast, emphasis continued on long-term planning as in Va. where local education agencies were encouraged to develop their own yearly plans and five year plans, and in S.C. which is now engaged in a five year planning cycle. In the case of the former, two planning instruments seemed especially effective -- the Standards of Quality mandated by the State legislature, which fitted in well with title II's concern with development of policies for selection of materials, and Standards for Accrediting Secondary Schools in Va. which calls for a unified media program with materials and equipment being organized through a central media center. For the first time, this goal has been reinforced by the State Board of Education.

In Tenn. the State educational agency is particularly concerned with providing better service to the local education agencies, and is in the process of reorganizing into nine district teams for planning purposes. These teams are designed to provide better services, among other things, for program planning, implementation, and evaluation. The title II program through its function of providing quality library materials and instructional resources will play a vital role in this new organization.

Ala. is another State committed to comprehensive planning, stating that "all programs throughout the State educational agency are coordinated through planning with the American Management Association. Efforts continue to be made to support State priorities such as Right to Read, career education, drug education, and accreditation of elementary schools".

From Md. also came reports of reliance on proper management -- in this instance, a Management Study undertaken to furnish further appraisal of needs and setting of reasonable goals and objectives. "The critical needs which have been identified and given highest priority are improvement in reading; improved knowledge and increased acceptance of people who are of different ethnic or racial backgrounds; programs in early childhood education; and career education".

> [These] identified critical needs will be provided for by applying title II funds to the purchase of a variety of materials (in form, content and level) for specified teachers and learners. Project applications for materials related to a specific program growing out of the identified needs will be received from the local education agencies, institutional schools and private schools.

In N.C., title II's management goals "to support on-going as well as new curriculum developments through coordination of learning resources", and "[to cultivate] greater overall responsiveness to student-teacher need" fit in well with State-identified priorities. These priorities are in the areas of metric education, middle grade skills, learning disabilities, and the handicapped.

State education agencies in the Upper Midwest developed overall strategies and plans into which title II management goals seem to fit very well. Ind. supported title II goals by providing advice and assistance on educational policies and recommending priorities, criteria, and actions needed; by distributing both financial and materials resources; by providing technical assistance and advice; and by performing research for the purpose of answering policy questions. Iowa's performance was on a more specific level, as evidenced by three State-wide Educational Media Conferences held in fiscal year 1975 that were planned by the State educational agency, and brought together the title II State Advisory Committee, Sub-agency chairmen, regional media center personnel, and other invited school and higher education media personnel. One of the purposes of these conferences was to involve media personnel from all over the State and in positions at all levels of education to help the State educational agency in its comprehensive planning for the title II program. Another development in Iowa is the recent establishment of 15 area education agencies, each of which is to have a media center. Title II will play a large part in that program.

The State education agency in Mich. stresses accountability and has instituted State-wide goals for the title II program. Applicants for grants must specify which of these goals or objectives will be met by the purchase of requested materials. The grantee must also specify plans for evaluation of these objectives. In Mo., State planning and title II have decreed that because of school library resources are one of the great priorities, 90 percent of title II funding is to be spent for that category. Special emphasis has been placed on reading improvement and developmental reading programs.

A legitimate management goal, the equitable distribution of title II funds, is of concern to all States. In Wisc. an improved formula for determining basic allocations has contributed to accomplishing that goal. Wisc. now has 13 legislated minimum standards for its public

schools, one of which mandates a program of library services extending to all grade levels. Title II uses its special purpose grants to encourage schools to convert to centralized libraries and instructional materials centers where previously only classroom collections prevailed. Other instances, illustrative of how management goals fit into comprehensive State education agency planning in Wisc. are reported:

> Another major emphasis of the State department in fiscal year 1975 was to assist local school districts in attaining the Goals for Elementary and Secondary Public Education. The technical assistance through consultant visits helped school districts to develop the kind of media programs that would help meet all these Goals, particularly these: self-realization, basic skills, cultural appreciation, life-long learning, and creative, constructive, and critical thinking.

Throughout this report, States have alluded to consolidation of applications for funding as a means of making the best possible use of grants from various Federal, State and local sources. Both Calif. and Wash. States cited effective use of such procedures, and Calif. described an additional tangible way in which title II management goals and comprehensive planning worked for the betterment of the program:

> Many of the technical assistance and monitoring and review functions for ESEA title II are performed in conjunction with the same types of functions for other funding source areas through the use of Field Service Teams. This organizational framework requires and promotes comprehensive planning within the State educational agency both for the use of ESEA title II administrative funds and for the annual revision of Department goals and priorities.

In Nev., a management-by-objective State, direction for all education programs including that for school library/media centers derives from Ten Common Goals for Education in Nevada. Nev.'s title II management goals coincide with this planning in that goals are described for the implementation of library and media centers in the local education agencies.

6. PROGRAM GOALS

Title II program goals are concerned with the actual learning needs of children, whereas management goals provide for effective administration. While the distinction must be made, it is difficult to delineate and in some States a confusing overlap has sometimes been reported. Both sets of goals -- management and program -- provide a broad sense of direction for the success and effectiveness of title II. Program goals which are about to be discussed here related to specific needs for instructional materials in the various curriculum areas, in different formats to accomplish varied teaching and learning styles, and to meet the needs of target groups of children. They are concerned with such elements as in-service education, strengthening instruction in subject areas, contributing to pupil achievement, and supporting curricular change and innovation. Program goals may include media for use in staff development activities for teachers, for instructional programs for children in private as well as in public schools, and in such agencies as hospitals , correctional institutions, and special schools offering educational programs for children.

It was observed that some States chose to narrow the focus of title II program goals, while others which had previously been specific and limited in aims now reported a broadening out in fiscal year 1975. Del., for instance, chose the latter path and followed the counsel of its Advisory Committee for Library/Media Supervisors in deciding that its former concentration on the State's top two priorities -- reading and career education -- was much too restrictive, and hence choice was to be made by those on the local level to determine what areas should be strengthened. Some suggested areas for which instructional materials and library resources could be provided were those also listed as State priorities, including citizenship, physical and mental health, human relationships, self-realization, aesthetic and cultural appreciation, and home and family relationships.

Three of Conn.'s five program goals were concerned with curriculum development, one of which was "to support ... individualized programs, career education, opportunties for minorities and women", and two others, both in the area of reading: "to increase motivation for reading by providing grants to teachers and innovative reading motivational programs", and "to increase potential for reading by providing grants to urban junior high school libraries for high interest/low level books".

Conn. was not alone in ranking reading as a high priority in its program goals. N.Y., in listing goals for its special purpose grants, stated that "special consideration will be given to projects focusing on the Right to Read goals of the State". In order to encourage a concentrated effort in the frequently overlooked area of motivation and the desire to read, the following subgoals are established:

> To provide the quantity and variety of library media resources which can support innovative programs which stimulate the desire to read. To build positive attitudes toward reading in elementary school pupils by making appropriate materials easily available. Positive attitudes can be achieved when pupils are able to borrow all materials for use in the classroom and at home with a minimum of procedural restrictions. Special attention should be focused on the nonreader, determining the factors which have inhibited the desire to read, and developing a statement of facilitators; i.e., changes in patterns of access, procedures, programs, services, and collections, which promise to overcome the deterrents. Aspects such as preschool experiences, the home/parent climate, student involvement, etc., need to be considered.

In its basic grants awards, reading also figured prominently in N.Y., where one of the components read, "[to improve] school library programs in support of State priorities of reading, mathematics, and where applicable, bilingual education, especially at the elementary level", and another, "to give special attention to reading motivation. Basic grant applications based on special needs in any area should reflect the goal of motivating reading through a variety of materials at all levels".

N.Y. joined other States in the area of the Northeast, and indeed in the other parts of the country, which emphasized the need to seek out new and different practices and techniques for utilizing library/media resources to enhance learning. R.I. formulated a goal, "to provide materials for library/media specialists to support curricular change", and another, "to strengthen instruction and learning through the provision of print and nonprint materials in the areas of basic skills, history, science, career education, bilingual education, and the fine arts".

Providing better quality in both programs and materials selection was stressed in program goals of N.J. and Vt. Vt. promoted in-service workshops and conferences "[to aid teachers in effective] utilization of the school library in their teaching", and "to provide library materials of high quality to schools for use by teachers and children". To achieve this latter goal, the title II coordinator in cooperation with the State Department of Libraries offered aid in the formulation of written selection statements. N.J. continued its program goal of developing multi-media collections and programs in all its schools, and then to provide guidance in "how to do it", stated a goal to:

> Develop regional demonstration programs which will provide visitation centers for administrators, teachers, librarians and citizens who are planning quarters or developing new programs.

Program goals among States in the Southeast remained relatively unchanged from the previous fiscal year, many touching on materials acquisition in the areas of critical needs, or on providing some form of in-service training programs for staff at the local level. Miss.'s continuing program goals were in support of special education, for the provision of materials designed for individualized instruction, and for the purchase of high interest/low vocabulary books. S.C.'s goals likewise addressed themselves to the continuing materials acquisitions in those areas specifically pointed up in its State-wide critical needs assessment, to wit: basic skills (reading and mathematics) and also for materials that would aid in the reduction of the drop-out rate and in the reduction in number of first-grade failures.

One of Ala.'s goals, "to provide in-service programs and consultative services", was partially fulfilled through the coordinator's visits with library/media specialists, re: the title II program and broadened library/media services, and through membership of the coordinator on the State-wide Right to Read Commission, and participation in a State-wide workshop on the Right to Read. N.C. proposed to use title II funds for special purpose grants to a limited number of regional centers in order "to provide media resources suitable for areas of State education agency emphasis".

Ga.'s continued program goals to provide variety and quality of library materials and instructional resources were balanced with an equally important one: "to assist local school systems in evaluating current holdings and replace obsolete resources with up-to-date media".

An important part of the title II program concerns itself not only with the establishment and development of library/media centers but with provision of leadership in their effective use. Md. stated several goals that reflect this concern:

- To provide training (preservice and in-service) opportunties for local personnel
- To provide for effective utilization of media resources
- To provide opportunities for improvement of [working relationships between] media personnel and the entire school staff

States in the Mid-Continent, through their formulated program goals, exhibited continuing concern that local school districts be aware of the need for and importance of quality instructional materials. Illustrative of the fact is Wyo.'s insistence that applications for special grant awards must document a critical district need; define objectives and plan activities relating to that need; and establish criteria for the success of the project. In-service training in order to guarantee effective materials utilization is to be included in project planning. So well thought out and carefully executed are

such projects to be, that they are to serve as models for all instructional materials within a given local education agency. Two program goals from Texas addressed attention to similar sought for achievements:

- Greater correlation of materials and curriculum through inservice sessions on use of library resources

- Emphasis on acquisition of appropriate resources through identification of needs and priorities

Col. encouraged each school district to design its own program for the acquisition of school library resources and instructional materials, but stipulated that program design was to operate within a framework of needs identified by the local title II advisory committee and the State education agency. The needs of handicapped children, the economically/culturally disadvantaged, and children with reading difficulties were to be taken into account; and materials were to be provided for career education programs and to satisfy cultural and linguistic needs of children and teachers. Oklahoma continued to see as its umbrella goal the "development of improved library media programs", to be encouraged by workshops and visits to local educational agencies. It also listed as a program goal the function of providing local educational agencies with a comprehensive professional collection of media related materials. In similar vein, Idaho, seeing as one phase of its title II commitment the improvement of instruction, listed among its program goals:

- To provide professional materials for teachers, enabling them to utilize the latest research in designing and implementing instructional programs

- To provide teachers and librarians with sufficient quantity and variety of materials for instruction in library and reference skills

- To assist local school districts in improving instruction by providing consultative services

- To assist local school districts to attain optimum learning and improved student performance by making available adequate high quality school library resources and instructional materials relevant to the curriculum of elementary and secondary schools.

N. Mex. supported one of its goals, "to prepare bibliographies, idea catalogs, etc.", with evidence. It published and distributed an Idea Catalog which serves as a source of ideas for learning activities and materials. Looseleaf in format, it is in two sections -- the first containing ideas for activities and materials, the second listing sources of information and materials. Utah's thrust in program goals was to provide leadership and motivation necessary in promoting what it termed "an integrated media subsystem" in every school and district in the State. To aid in this goal achievement was another goal, "to establish and maintain model media demonstration centers in various school districts of the State".

In the Upper Midwest, program goals covered the entire broad range of in-service training, strengthening programs in the subject areas, pupil achievement and curricular change and innovation. Implementation of the Right to Read program shared wide attention, as did support for such diverse programs as cultural/bilingual, economic/cultural deprivation, career opportunities and metric education. In preparing a bibliography to accompany materials acquisitions in occupational and career education, one State (Mich.) reiterated its purpose "to avoid prepetuating outmoded role concepts and limiting occupational and career opportunities for members of minority groups and women".

In its goals in the realm of in-service training, Ind. provided workshops for the preparation of learning materials and provided aid for individualizing instruction. To strengthen subject areas, it revised and distributed 10,000 copies of a metric bibliography, prepared subject bibliographies by using resources provided by the professional library, provided assistance to a "humanities committee", and prepared a nonbook bibliography of multiethnic materials. To assist in pupil achievement, title II provided grants for the implementation of special programs such as those for the gifted, the migrant, and the Vietnamese-speaking. To effect curricular change, it introduced media utilization for curriculum strategies and assisted in programs concerned with alternative education, crisis prevention and year-round schools.

Many States have frequently reported that on the elementary school level there exists the greater need for title II help. N. Dak. formulated several program goals relating to this predicament:

- To upgrade elementary libraries in the State [where it is apparent that weaknesses in resources are greater than in secondary schools]
- To encourage the establishment of centralized libraries in elementary schools
- [To work towards] meeting the New ALA/DAVI Standards adopted by the State education agency.

Wis.'s concerns, as evidenced in its program goals, were wide enough to include quality of collections, competence of media staff, and implementation of program: (1) to increase the number of schools with centralized library facilities, (2) to help schools understand and implement the materials, facilities and services as embodied in Minimum Educational Standards of Wis. State Statutes, (3) to increase the quality of library materials and (4) to improve the competency of library media staff.

States in the West tended to show no changes in program goals for fiscal year 1975. Emphasis continued on the need to build up collections (qualitatively and quantitatively), to provide in-service training on the effective use of library/media center facilities and services, and on the establishment of model centers at strategic spots throughout a State to be used for demonstration purposes. Stress was placed on local effort, as in Ore. whose goals included emphasis on (1) the effort of the local district towards meeting State minimum standards, (2) the identification of district priorities as a result of local needs determination, and (3) the need of local districts for media materials. Calif. provided assistance and coordination at the State level for the development of media programs and centers addressing local needs. Calif. also paid heed to "individualized approaches to the educational process at all age/grade levels".

Hawaii's program goals, general and broad in scope as they were, typified what States were striving for fiscal year 1975:

- To provide a greater in-service education to school librarians, teachers, administrators, and counselors
- To cooperate with program and curriculum specialist in the various subject areas for the development of criteria to meet the instructional needs
- To provide greater support to curriculum areas where there are noticeable needs for additional resources

7. HOW THE RELATIVE NEED FORMULAS REFLECTED PROGRAM GOALS

Section 117.3(b) of the title II Regulations requires each State to establish a relative need formula to be applied in the distribution of school library resources, textbooks, and other instructional materials provided under the plan, among eligible public and private elementary and secondary school children and teachers. Criteria used in determining relative need may include a number of factors, such as the requirements of elementary and secondary instruction, quality and quantity of materials already available, requirements of special or exemplary instructional programs, cultural or linguistic needs of children or teachers, degree of economic need, and degree of previous and current financial ability. The criteria used to determine relative need should be evaluated from time to time and adjusted as changing needs may require.

States in the Northeast showed a variety of criteria in arriving at a relative need formula, with economic deprivation as one most commonly used. In Conn., for example, the combination of the number of disadvantaged children within a district plus that district's financial ability to support education assured that schools with a large disadvantaged population received the largest title II allocations. Del. was another State using taxability of the school district as a factor, but also rated its libraries according to ALA standards to arrive at a viable needs formula for its schools. In N.J. where elementary schools and schools in urban areas receive the greater share of title II funds, the relative need formula is arrived at through analysis of expenditures and inventories of collections. This formula works towards achievement of the program goals "to provide a library/media center for every school in the State" and "to develop multimedia collections and programs in all schools".

Reading improvement is stated as a goal in some form or other by all the States. In devising its relative need formula, N.Y. combines its State Aid Ratio with results from a State-wide Pupil Evaluation Program which tests reading achievement of pupils in third and sixth grades. "This [reading score] factor furthers the program goal that school library media programs be improved to support the State priority of reading, [while] the State Aid Ratio is the best indicator of the relative financial ability of school districts to support educational programs". The relative need formula also stipulates that no local educational agency will receive less than $200 allocation, thus assuring that no student will be denied the benefits of ESEA title II because he resides in a sparsely populated area or is institutionalized.

The importance attached to success in reading is reflected also in R.I.'s formula, amended in fiscal year 1975. It reads in part:

> If the school book volume count is below the 1967 R.I. Library Standards, and the school reading average is six months below grade level as indicated in the results of the State-wide Testing Program, then at least 50 percent of the local education agency funds will be granted for library materials in the area of basic education.

In Vt. where a program goal was "to provide library materials of high quality ... to encourage youngsters to read and explore ideas", the relative need formula was weighted to favor those schools with the fewest "useful volumes per pupil".

In the Southeast the States reported few changes in the relative need formula for fiscal year 1975. The economic factor, with its accompanying cultural deprivation, was an overriding consideration. Ala., Fla., and Ga. provided for the establishment of relative need formulas at the local level with little interference from the top. By contrast, Tenn.'s relative need formula was established by its General Assembly and relied heavily on economic factors which determined the financial ability of local education agencies to support educational programs. In Miss. school districts received allotments at the discretion of local superintendents who were instructed to use title II funds for special needs within their jurisdictions.

In Md. a State-wide ration took into account two components in each of its 23 counties and Baltimore City: (1) enrollment and (2) local wealth as compared with State wealth. Local factors were derived from local educational agencies being in conformity with the State's assessment of needs and established objectives. Examples of this might include State-wide programs in drug awareness, family life and human development or, on the local level, programs designed to meet the needs of an influx of foreign-speaking children to learn the English language. Md. also used as a factor the degree of previous effort on the part of each school district to provide materials and staff in relation to its financial ability.

Relative need formulas tended to mesh well with program goals when they were the result of cooperative endeavors. In N.C. an advisory committee composed of local school administrators, media supervisors, Federal program coordinators, and private school officials assisted the State education agency staff in establishing the relative need index. Schools, both public and private, within each local educational agency were ranked according to priority ratings as determined by relative need indexes. State agency program priorities include metric education,

middle grade skills, basic skills, reading, occupational skills, learning disabilities, early childhood, and the handicapped. Local educational agencies' priorities included minicourses and individualized instruction in various subject areas. At the end of fiscal year 1975 when it was necessary to reallot some uncommitted funds, relative need provided Bladen County with additional monies to update its reading program in all schools of the district. Special emphasis was placed on providing high interest/low vocabulary materials. Brunswick County similarly was able to acquire print and nonprint media for use in "developing basic educational skills and stimulating interest of students in all areas of instruction", with special emphasis directed towards meeting individual and small group needs in mathematics, science, social studies, language arts, guidance, and vocational education. A State institution, Central N.C. School for the Deaf, was able to acquire library books, transparencies, captioned filmstrips and study prints to supplement and support curriculum goals in the social studies and natural sciences.

S.C. reported a continuing critical need in those areas having high concentration of children from low-income families. In addition to the component of enrollment its relative need formula takes into account the ratio to which the number of children in each district ages 5-17 years from families with incomes of $2,000 or less bears to the total number of school children in all school districts in the State. Thus, the relative need formula meets the overriding program goal to acquire "school library resources and other printed and published instructional materials necessary to permit activities designed to meet critical educational needs".

Mid-Continent States tended to use quantity and quality of collections and economic factors as components in their relative need formulas. Since many had stated program goals of providing adequate library resources and instructional materials, the two would seem to be interrelated. Arkansas continued to use ALA Standards of 20 books per student as part of its relative need formula, requiring local school districts to set out their deficiencies in meeting the standards. This particular aspect relates to a program goal, "to strengthen library resources in established libraries throughout the State, with emphasis on enrichment of print and nonprint materials". Colo. likewise concluded that its relative need formula, based on the relationship of a school district's assessed valuation to its resources holdings, did indeed aid in the program goal of providing school library resources and instructional materials in priority areas of reading, handicapped children, and the cultural/economic disadvantaged.

New Mex. designed its relative need formula to benefit those local education agencies whose needs were greatest by strengthening their library media programs and enhancing their collections of materials and resources. Among other components, their formula included these:

- The quality, quantity and recency of materials in the various categories now provided in the elementary and secondary schools

- The adequacy of available resources in meeting instructional needs of children and teachers in each school, in special or exemplary instructional programs, or those with cultural or linguisitc needs

States in the Upper Midwest reported little if any change in relative need formulas for fiscal year 1975. Ind., basing relative need at the individual building level, emphasized overall program goals based on plans for curricular change, strengthening of specific subject areas, and improving student achievement in certain subject areas. Mich.'s components of (1) economic deprivation, (2) current availability of materials, and (3) special curriculum demands, supported program goals "to provide many and varied materials for student and teacher use in areas of high concentration of deprivation" and "to provide materials for a variety of program objectives in occupational/career education, English as a second language, reading improvement, etc."

Calif.'s relative need formula, like others of those in States of the West, took account (1) the district resources base (wealth), (2) the tax base (effort), and (3) existing numbers of books per child. This formula, providing greater funds in low wealth/high effort districts, related to two of Calif.'s program goals:

- To provide State-wide assistance and coordination in the development of media programs and centers using title II funds which address local needs and reflect an increasing emphasis on individualized approaches to the educational process at all age/grade levels.

- To provide leadership in implementing in-service education activities to improve the quality and effectiveness of school library media selection and utilization.

Ariz. used relative need as an incentive to local educational agencies to organize classroom collections into centralized libraries and to hire certified librarians by granting higher allocations for such efforts. What follows is the formula and its purposes as described in Ariz.'s report:

The relative need formula of the Ariz. ESEA II program is a composite of the quantity of school library resources, the trained personnel to promote the use of materials and to insure the acquisition of quality materials, and pupil enrollment. In Ariz. large numbers of schools are located in isolated areas, have small enrollments, and often do not have access to ample public library facilities. The basic grants of $550 (for 50 students) assists them in providing materials in larger quantities and of various formats. Usually, in these small schools, the title II allocation is far greater than the local budget for library resources.

After discussions with district library supervisors in the large urban districts and with the ESEA II Advisory Committee, it was felt that $3,700 was ample as the maximum grant. Local budgets in these schools are usually large because of the size of the enrollment. Space in the library centers is often a limitation in itself.

School libraries which had in their collections 20 books per student (with enrollments of 400) and 1,600 filmstrips (for enrollments of 400) were allocated on the basic grant, so that more funds could be provided to those schools which are "behind" in meeting these quantitative standards.

In the State of Wash., 73 percent of title II funding was used for distribution according to relative need. To make sure that all school districts, no matter how small, should benefit from the title II program, a minimum allocation of $300 was earmarked for all school districts.

8. ACHIEVEMENT OF PROGRAM GOALS

How successful in terms of actual achievement were program goals as set by States and local educational agencies in fiscal year 1975? Measured quantitatively and qualitatively, objectively and subjectively, goals met with a fair amount of success -- with a substantial degree of attainment in some areas, in others to a lesser degree. Monitoring and on-side evaluation did tend to demonstrate an overall improvement in library/media center programs, materials and utilization. Most striking achievements seemed to be in the areas of materials acquisition -- kinds, varieties, quality, and numbers.

Among the States in the Northeast, N.J. preferred the statistical approach in pointing up achievements. For its goal "to develop multi-media collections and programs in all schools", it cited figures showing an increased spending in the categories of books and audio-visuals for fiscal year 1975 (as compared with fiscal year 1974). As for the number of library/media centers in elementary schools, they increased from 1,312 in 1974 to 1,423 in 1975, working towards the goal, "to provide a library media center for every school in the State".

Del. repeated a caution of last year, stressing the need for well developed instructional programs at the local level to bring about uniform achievement of title II goals. "The provision of library resources in a school does not necessarily assure student achievement". In spite of this caveat, however, the report stated, "monitoring and on-site evaluations, with rare exception, showed that program objectives had been achieved". Del. modified its goals and objectives in fiscal year 1975 largely on the advice of its Advisory Council. It lessened concentration on the provision of reading improvement materials which had brought about an imbalance in collections reflected in inflated percentages of low vocabulary/high interest reading and fiction books. It has now moved out to include other basic skill areas such as science, mathematics and English. The report also expressed satisfaction that goals relating to individual ability to understand, appreciate and participate in the creative arts, and to develop appreciation of the family as a basic unit of society were met through increased holdings in aesthetics and cultural appreciation and in human relationships.

Conn., however, continued to stress reading as a major goal. "To increase potential for reading by providing grants to urban junior high school libraries for high interest/low vocabulary level books" was achieved through grants awarded its ten largest cities and distributed among those schools where there was a shortage of reading materials for 7th and 8th grade students. However, its goal, "to increase motivation for reading by providing grants to teachers for innovative motivational reading programs", was slightly changed to limit applicants to teachers in the content areas in grades 4-12.

Reasons for the modification were the need for more creative programs in upper grade reading and the inclusion of more nonreading specialists and classroom teachers in the program.

Reading goals continued to merit attention in N.Y. along with acquisition of school library materials to enhance occupational education. It reported that attention to quality reading programs was an essential element in the majority of approved grants, with reading improvement being the focus of 60 special projects. N.Y. also reported improvement of library facilities and additional staff on the local level "to carry out independent study and individualized learning", crediting the availability of materials provided by title II with this success.

R.I. and Vt. both formulated goals to promote in-service training. Vt. conducted book selection workshops, provided bibliographies, and met with librarians and school boards to discuss policy statements concerning selection standards and Freedom to Read, thus implementing goals "to provide library materials of high quality for use by teachers and children", and "to provide assistance to [effect] better use of title II materials". At a workshop for nonpublic school personnel, R.I. achieved its goal of providing in-service training for a better understanding of ESEA title II, stressing the importance of wise selection policies, regionalized professional centers, and the necessity of maintenance of effort. R.I. also addressed itself to the priority of strengthening instruction in bilingual education by supplying each school with a copy of the January 1976 issue of National Geographic Magazine, which focused on the Portugese population of that State.

Southeastern States reported taking positive steps to attain program goals, concentrating primarily on acquisitions, and then on successful utilization of the newly acquired resources. Florida had a major goal -- "to make suitable library materials available to children and teachers on a priority basis" -- and an accompanying statistical table supported a realized attainment. In most categories listed -- 16mm films, filmstrips, globes, tapes, slides, transparencies, and books -- the number of items per pupil had steadily increased through the years from 1972-1975. Ga., likewise working towards numerical standards, had reported in fiscal year 1974 that 44 of its 188 local educational agencies had fewer than ten books per pupil, a decline from the 96 schools in fiscal year 1972. A still further decline to 33 local educational agencies was reported for fiscal year 1975. These figures show that Ga., is moving towards success in meeting its goal of "providing high quality resources to meet the unique needs and interests of individual students".

Md. was very specific in listing nine program goals, and then set about detailing just how and in what measure these goals were met. Two interlocking ones, "to improve the quality of media programs", and "to provide effective utilization of media resources" were accomplished through a variety of means including Advisory Committee meetings, minigrants, film festivals, workshops in facilities and career education, publications such as Media and Instruction and Task Force for Long-Range Planning for Media Technology in Md., 1976, field services, and through grants such as one to Montgomery County to finance their project, Integrating Media Research and Communication Skills with the Instructional Program.

Miss. reported that 95 percent of school districts reached goals of materials acquisition in areas supportive of instruction in social problem areas such as drug abuse and environmental/ecological education, and in high interest/low vocabulary books. A desirable side effect reported was a wider use of library media centers. Eighty percent of school districts reported satisfactory attainment of goals relating to rising inventories of audiovisual materials, development of unified media centers, individualized instruction, and acquisition of up-to-date information on educational and occupational guidance. As for added materials provided by title II funds to support special education programs for the mentally and physically handicapped, 70 percent of the school districts reported a satisfactory level of achievement.

S.C. had a program goal for "acquisition of school library materials and other instructional resources designed to meet critical needs". As for attainment, it reported:

> Collections, particularly nonprint, are continuing to improve. Periodicals on microfilm or micofiche are making research in primary resource materials more accessible to students. Shifting of book collections within the districts as schools have been reorganized has resulted in collections more nearly appropriate to the age--levels, interests and abilities of the students.
>
> The average number of books per student in the elementary schools is 13.76 and in the secondary schools, 10.01. Only three elementary schools reported having fewer than 10 books (State standards) per pupil.

Goals to provide financial and technical assistance for the acquisition of print and nonprint materials, and to improve library/media programs were only partially met in Tenn., as described in its report:

> Although local educational agencies spent 10.7 million dollars for print and nonprint materials in fiscal year 1974, approximately 50 percent of the schools were unable to meet fully the State and National standards for library resource materials. The title II program in fiscal year 1975 provided an additional 16 percent in financial resources to help meet some of the deficiences. These funds did enable local agencies to make improvements in their school library/media program; however, the identified needs are greater than the present financial support can provide.

A major program goal in Va. was "to promote some of the newer programs emphasized by the legislature and the State education agency, such as consumer education, career education and environmental education". In addition to furnishing library resource materials in these areas to individual schools, the Media Examination Center has proved valuable in alerting teachers and media specialists to what is new and available, providing them with opportunities for review.

It was difficult to assess program goals and achievement among States in the Mid-Continent, because narrative reports by some of those States were a duplication of those sent in for fiscal year 1974. Colo., for instance, furnished identical reports for fiscal years 1974 and 1975 and Idaho's reports were so similar for the two years that any precise difference in achievement was hard to assess. N. Mex., whose goals were concerned with strengthening instructional resources collections, conducting in-service workshops, and revising standards, reported a fairly high rate of accomplishment:

> All program goals were accomplished except the development of standards for school libraries and working with an advisory committee for title II. New Minimum Standards for all school programs were written and adopted by the State Board of Education in the summer, 1975. The Standards are based on the needs assessment process at each local district. Through this process each district will determine program needs after which time the SDE staff will work with them to plan and implement programs to fulfill school and community priorities. The State Minimum Standards will then be reviewed and standards will be designed to reflect the individual district's assessed needs.

As States progressed towards the development of well-planned library programs, many listed in-service training as a key element in correlating material utilization with the curriculum. Tex., formulating several goals that would unite the acquisition of more and better resources with their effective use, attained achievement by conducting education sessions for district and regional groups, using its recently distributed State publication, Guidelines for the Development of Campus Learning Resources. Information collected from its Consolidated Application for State and Federal Assistance enabled the title II staff to offer assistance directly related to problems of local districts.

Upper Midwest States, expressing goals relating to overall improvement of school library resources and programs, evaluated themselves with a fair degree of attainment. An exception was Iowa which expressed dissatisfaction with a goal to evaluate and determine the effectiveness of both materials and program by saying "...we have not yet accomplished a great deal [in evaluating]". However, Iowa

continues to provide current and innovative professional education print and nonprint materials to assist local schools with in-service programs and information on promising and innovative techniques.

A number of States, including Mich. and Mo., cited the printing and distribution of publications among title II schools. In Mich. these were bibliographies dealing with special groups of children such as the Spanish speaking or American Indain, or with special curriculum needs such as occupati /career education. In Mo., a publication titled Learning Resources: A Guide for Learning Resources Programs and Services covered various facets of the media resource center; administration, program and services, resources, local production, equipment, facilities, instructional design and assessment, and future directions.

N. Dak. rated itself "satisfactory" in a subjective appraisal of its program goals, which follows in part:

> We find more qualified librarians in our schools today than we did four or five years ago, particularly in our smaller schools. However, there is still a great need for qualified people.
>
> Reports and visitations indicate that schools have more and better selection tools in their schools as well as more materials for their curriculums.
>
> We are also getting a better balance between library materials and A/V materials. A greater percentage was spent for A/V materials than the year before.
>
> Schools are getting closer to meeting the "New ALA/DAVI Standards" adopted by the Department of Public Instruction.

In the West, where States had reported goals to develop centralized library/media centers, to enhance library programs at all levels, to provide in-service training in utilization, to cooperate with subject specialists, and to support the curriculum through attention to good and abundant materials, a note of optimism was sounded. Wash. attempted to make its learning centers established with title II funds models on both the elementary and secondary levels, and Ariz., continuing to develop and/or establish centralized libraries in its school districts, reported that the entire school library program was being enhanced. Calif. used its media centers to encourage and emphasize individualized learning, and Hawaii's support of the curriculum strengthened special areas through the provision of resourse materials in Hawaiian and ethnic studies, for children with reading difficulties, and for individualized instruction.

9. IMPLEMENTATION OF GOALS IN TITLE II PROJECTS

Each State participating in the title II program was asked to describe in its narrative report for fiscal year 1975, as it was in 1974, a number of projects which were illustrative of the effects of the implementation of program and management goals, and the State plan. These projects are examples of State and local efforts to provide sufficient quantities of high quality media, to introduce newer types of media, and to utilize media in innovative and instructional programs and new curricula.

In the Northeastern States, several projects utilized title II funds to support library/media centers in open concept schools. One such is Kingsborough Elementary School in Gloversville, N.Y., where the media facility is a spacious open area located at the center of the school, with interest centers set up according to resources and curriculum-related materials. A $20,500 title II grant was used to provide a sufficient quantity and variety of media for individualized instruction and independent study projects involving pupils with different abilities and learning patterns. Multilevel and multisensory materials, high interest materials in all areas of the curriculum to motivate learning, and diversity of materials to encourage creativity, were made available. Metuchen Campbell School (Middlesex County, N.J.), has a cluster group organization, consisting of first grade, 2-3 units, and 4-5 units. In a demonstration media program, funded with title II monies, classroom resource centers are serviced from a central media center which provides group instruction, listening and viewing stations and reference materials, resulting in close cooperation between teacher and media specialist in selection, use of materials, and curriculum development.

From a private school in Conn. and a public school in N.J. came reports of title II projects supporting individualized instructions. Cape May County Vocational/Technical Center (grades 10-12) is a shared time school for five high school and postsecondary schools. A new 9th and 10th grade career center will be part of the media center services providing for individualized instruction for reading and mathematics. Materials from kits supplemented and reinforced the learning of reading skills in comprehensive and phonetics and of problem-solving and concepts in mathematics.

Several Del. schools described projects in which title II funds were used to "weed out" old and obsolete materials from seldom used libraries in economically deprived areas and replace them with updated and upgraded resource materials that would answer students' needs and interests. Eight school districts were evaluated, and from those four were chosen to receive Special Purpose Grants for this purpose. To aid in the project, technical assistance was given by the State Supervisor of Library/Media Services, content area specialists, and ESEA title II personnel.

Projects reflecting a growing awareness in social and contemporary problems continued to be a concern among many of the States reporting. Bolton High School in Conn. used title II funds to provide materials on contemporary issues such as consumerism, community, and personal problems, and Notre Dame, a parochial boys' school in the same State (at West Haven) used title II funding to provide materials for a course in V-D awareness and sex education offered to 9th and 10th graders, and to purchase reference books for its Department of College and Career Counseling.

Combined grants from ESEA title II and NDEA title III were awarded the Human Resources School in Albertson, N.Y. (grades K-12) "to support an expanded Learning Resources Center [in order to] support an improved reading and mathematics instructional program; individualization of instruction on all grade levels; improved services for multihandicapped and visually handicapped students; and to compensate for a high degree of absenteeism". The school building itself as well as the learning resource center has been designed to meet the needs of students with physical disabilities and special health problems such as spina bifida, muscular dystrophy, dysautonomia, hemophilia and congenital malformations. Materials purchased with grant money include books, microforms, slides, filmstrips (both silent and sound), picture sets, transparencies, phonograph recordings, video and audio-tapes, sound and silent 8mm film loops, and programmed learning materials. The library program is flexible and with the staffing ratio is able to offer a highly individualized reading guidance service. Because of the broad ability range, with the exception of picture and easy-to-read, all of the book collection is combined so as not to stigmatize students who are less able than their chronological peers. The collection contains large-print books and talking book machines, records and tapes for the visually handicapped students who are also orthopedically handicapped. Reference books are loaned overnight. There is a large collection of paperbacks. Due to the fact that they are lightweight, paperbacks are easily handled by students with upper-extremity weakness. All media circulates to classrooms. Hardware and software are circulated to students for home use.

Throughout the Southeastern sector of States, schools reported projects to acquire library resources at all levels, in varied media, for a diversity of purposes. Somerset and Garrett Counties in Md. described programs in which materials were provided for ethnic and cultural studies to be developed in courses in the language arts, social studies, sociology and psyschology.

This attempt at interdisciplinary curricula was supported by provision of both print and media. Garrett County described another project involving the interdisciplinary approach, this one in career education, for grades K-12, making possible also an individualized exploration of career possibilities. Another interdisciplinary project, involving a study of history, music, the arts, and the social studies, was developed in Wicomico County. There it was proposed to develop a Bicentennial

project, acquiring recordings, maps, musical scores, prints, charts, etc., designed to give students a knowledge of and appreciation for events before, during and after the Revolutionary War.

Title II monies have been used in a number of schools to foster new offerings in minicourses. Kingston High School in N.C. reported that "filmstrips, periodicals, recordings (cassette and disc) and transparencies purchased under the title II program will help fill the instructional needs of approximately 40 minicourses in the areas of science, vocational education, fine arts, business, mathematics, and guidance".

Several State supported schools in N.C. were among those awarded grants for special projects. Wright School (grades 1-6) at Durham, a school in the Mental Health Division of the Department of Human Resources, selected library/media center materials "to meet students' needs in the areas of reading, mathematics, the language arts, perceptual motor development, etc., related to remediation with the learning disabled child" and "to meet teachers' needs in the skill areas of remedial curricula, behavior management, affective skills and guidance techniques". Central School for the Deaf (grades 1-3) in Greensboro, with approximately 160 students reported a project built around the need for audiovisuals to support curriculum goals in the physical and biological sciences and the social studies.

Reading improvement continued to demand the attention and effort of educators in every State, as in W. Va. where all projects described were related to the Right to Read effort. When test data indicated that 113 students in grades 10-12 at Rains-Centenary High School in S.C. were two or more years below grade level in reading and the language arts, the school proposed to bring their scores up by at least six months in a nine month period. In lieu of English, the students involved were to be taught reading on a daily basis in small groups of twelve. Title II funding was provided to support the project, making available the required books, periodicals, and instructional kits. Similar projects involving the basic skills in reading and mathematics were described by both Marlboro and Union Counties (also S.C.).

Project described by States in the Mid-Continent were similar in kind and scope to those described in the proceding examples. From Ark. came reports relating to new courses launched with the help of title II in providing the necessary instructional materials. At Oakdale Junior High, in a metropolitan area of Northwest Ark., an honors program for 8th grade American history students was titled "American Interrogatory". Its description follows:

The basic purpose of the program is to provide greater academic challenge for gifted history students. The program is designed to provide deeper insight into American history and to offer opportunities for experiences in fundamentals of research, organization, critical reading, thinking, analyzing, budgeting time, creative writing and writing research papers.

The library in Oakdale Junior High School is so located that it is accessible from all sides. There are not walls or doors; it is a genuine extension of the instructional program. The librarian and instructor worked together in selection of materials to support the program.

And at Little Rock, three high schools; Central, Hall and Parkview used a curriculum grant to support a new program, "Mass Media". The course is designed to introduce students to the scope and nature of print and electronic media, with special emphasis on their function in a free society. Librarians and faculty from the three schools joined hands in selecting the supportive materials for the course.

Another Ark. project, this one at Marshall Elementary School in Searcy County, in a fairly isolated area, makes special note of community support for its media center:

The District supports its program and was awarded a Special Purpose Grant of $10,000 in fiscal year 1974 and a supplementary grant of $5,000 in fiscal year 1975. This grant has had a tremendously positive effect on the already existing dedication and enthusiasm of the staff. The book collection is commendable.

The Media Center is opened full time every day, before and after school. All materials are circulated. All classes are scheduled into the library/media center each week and all children are encouraged to visit individually and are given permission to do this if classes conflict. The full-time librarian has been provided a full-time library assistant by the District. The District has done considerable building and renovation of facilities, and has matched the grants in materials, equipment, and supplies procured.

The community has donated time and materials in sponsoring Book Fairs, making materials, i.e., making carrying Naugahide cases for certain AV equipment on loan; teachers and parents utilize the Center to a surprising degree especially when one considers the rural location. Parent volunteers have worked one-half day each week in the Center. The Media Specialist publicizes the activity in the Center and her spirited enthusiastic dedication serves to magnetize the administration, staff and community.

> This Media Center is the focal point of resources to support the instructional program. It is a viable asset in the total school program.

Lapwai School District No. 341 in Idaho, which has a large enrollment of Indian children, placed emphasis on enlarging the individual classroom libraries in the elementary school. Many titles about Indian culture, history folklore, and economics have been added to these individual libraries as well as to the general library in the high school. Supplementary instructional materials were also purchased with title II funds.

N. Mex. was able to support a program of individualized instruction in a city high school in its District #3. In the words of the report:

> With the title II grant it has been possible to add to the resources available for individualized instruction in career education, metrication, supplmental reading, energy crises, and environmental impact. Media personnel have for sometime kept lists of needed materials that they have been unable to purchase because of lack of funds. These materials were specifically designed for use by individual students and students in small groups. Title II funds have made it possible to purchase the highest priority needs to expand the program of individualized instruction.

In Wyo., a successful career education program was furthered by a grant from ESEA title II:

> Fort Washakie's career education program lacked continuity and direction, and was deficient in instructional materials. It was through title II funding that the purchase of software, such as filmstrips, kits, film loops and other visuals, reduced the deficit. The main goal of this program was to offer the students the necessary materials with which to develop an awareness of the world of work based upon their capabilities, interests, and aspirations.

Schools in the Upper Midwest reported projects that demonstrated careful planning, and sometimes a freshness of approach, in attempts to upgrade the curriculum, improve instruction, and provide materials and resources. Several projects were concerned with individualized instruction, as in Drought School, located in the Norway Raymond District of Wisc.:

A K-8 school committed its educational program to one of individualized instruction. Supporting this program and the students was a small, ill-equipped, print-oriented library. Recognizing the inadequacy of this library to meet the increased demands of students and teachers for nonprint materials as well as print, this school was able, through its basic title II allocation and a special establishment grant, to set up an instructional materials center more attuned to the demands of the curriculum. The establishment grant also provided the incentive necessary to obtain increased competency on the part of the staff in audiovisual preparation. The local Board of Education provided additional audiovisual equipment and necessary minor remodeling to provide for a much more efficient library media program.

Among its Action Goals for the Seventies, Ill. stated, "By 1980 every school district will have an individualized instruction curriculum". This State-wide thrust became the basis for the awarding of 28 ESEA title II special grants in fiscal year 1975. Illustrative of these projects are the two following ones, as described in their narrative reports:

Oak Park River Forest Community High School #200 - Cook County

A number of programs generated by students grew out of an individualized instruction project. Each curriculum area produced programs which were experienced by students and staff within the areas as well as students and citizens not enrolled in the programs. Two of the programs produced during the course of this project will be discussed below:

1. A senior student in the ethnic study program developed an audiovisual program illustrating the activities of the United Farm Workers Organization in urban and suburban Chicago. The finished program utilized slides and tapes accompanying large lectures and small group discussions. The program detailed the history of the United Farm Worker's program and the current boycotting activities involving area grocery stores. The thrust of the program was to develop a sense of social consciousness and was presented to over two hundred students and numerous service groups.

2. A senior student in the humanities program developed an instructional biography of Norman Rockwell and juxtaposed the work of this American painter with a bicentennial retrospective art survey. Over a period of seven months, the student compiled biographical and critical information on Rockwell and developed a 20 minute synchronized slide and tape program on Rockwell's work and impact of his work on American society. The program has been presented

to humanities classes and many outside groups and has been edited as an instructional package for future use.

The individualized instructional program at Oak Park and River Forest High School has enabled many students to work on projects of personal interest to them in a manner which would have been impossible under normal circumstances.

DeKalb Community Unit School District #428
DeKalb County

The ESEA, title II, Special Grant awarded to DeKalb School District 428 allowed the high school Media Center to act as the catalyst for individualization and to develop the humanities curriculum through a varied use of media resources, personnel, and facilities. The curriculum in the humanities area focused upon five disciplines of art, foreign language, junior humanities (honors English), music and sociology.

The impact of the Media Center resources acquired under this Special Grant was positive according to the attitude scale given to the junior humanities and foreign language students.

The students felt the use of the Media Center was a good approach to teaching junior humanities and foreign language.

With the addition of a wide variety of materials, students were able to extensively research topics not previously possible.

The grant also provided materials for students to be creative in making their oral presentations. They used audiovisual materials to enhance or illustrate their speeches. Sample topics were Inventions of Leonardo de Vinci, Renaissance Music, Ecuador El Cordobes Bullfighting, and Michelangelo.

The junior humanities and foreign language teachers involved in this project felt it was successful. They appreciated the materials acquired and were able to direct students to them. The teachers plan to continue this style of teaching in these classes.

From Ind. came description of a project coordinating efforts of the English, music, art, and Social Studies departments. A special purpose grant of $10,961 to the Danville Community School Corporation provided library resources and instructional materials for a humanities course that combined independent study on the part of students with a team teaching approach on the part of their teachers.

A rather elaborate and sophisticated project combining metric education with the medium of public regional television was developed in St. John, Ind. with the aid of a special purpose grant from title II. Its description follows:

> Media presentation of metric system through public regional television covered a potential audience of 775,000 persons in the Chicago metropolitan area. Metric programming was broadcast twice weekly during the school day. The program was geared for middle school age students. A color series was used which was designed to motivate viewers into the development and acceptance of the metric system.

As a way of coping with handicaps in the way of providing good centralized media centers for its elementary schools, a Mo. District combined title II funds for materials with a title III grant to arrive at a unique solution:

> The North Callaway R-I School District is located in north central Mo. and has an enrollment of approximately 1,000 students. In recent years the district had attempted to develop a library in each of the three elementary buildings in the district. Lack of space prevented this goal from becoming a reality. However, as part of an ESEA title III grant for reading improvement the district was able to secure a bookmobile. The bookmobile and a qualified librarian visit each elementary school every third day. While this was not an ideal situation it does provide a means of supplying school library resources to rural students on a regular basis. ESEA title II regular and special needs funds were used by the district to help provide much needed materials for the bookmobile in all subject areas. Through its support of reading improvement this project supports the Mo. State Plan and management goals for the administration of the title II program. All materials acquired under this project will be cataloged and processed as School Library Resources for the improvement of instruction to students and teachers of R-I District.

Among States in the West, most projects were designed to build up library collections or to provide materials for newer areas of the curriculum. Representatives of this kind of project was one at Santa Rita High School, Tucson, Ariz., which limited requests for title II funds to three areas of its curriculum, each one open to students in grades 9-12. The areas for which both print and nonprint materials were sought are these:

> Arizona and the Southwest: This is a continuation of our project of last year. Arizona and the Southwest is currently on elective subject being taught as a unit in various classes.

Arizona History is to be required of all students. Once again, we wish to collect materials on all aspects of this subject to build our collection in this heavily used subject area.

Women's Studies: This is an elective area which is attracting many students, both male and female. Proposed courses for next year will cover the history of women, the history and future of the women's movement and a literature course which deals with images of women in literature as well as women authors.

Health and Physical Education: These are required areas of the curriculum. We wish to build the library collection of materials which focus on those aspects of the program which stress self-development, both physically and mentally. This would include such areas as individual and group sports that can be a part of one's lifelong skills; subjects such as personal health and well being both for now and in the future, and broad questions such as problems of morality, values, what goes into the shaping of personality and the like.

From Sweet Home District 55, Crawfordsville, Ore., came a project description titled "Fox-fire - Futurefire". Designed for the social science curriculum, it included areas of history, economics, and ecology, and can best be pinpointed as an excursion into local history. Benefits to be derived were a gaining of insight into the past of the students' home community, and an appreciation of the "old time" values and customs, and to determine from them the present and future roles of the community. Title II grant money was used to purchase films, slides, tapes, records, study prints, transparencies, models, maps, and books, and also production materials such as videotapes, cassettes and film from which students could develop their own films and recordings.

From Calif. a prject using title III ESEA funds to provide a model media center in a Catholic elementary schools is described in the narrative report thus:

St. Jeanne de Lestonnac is a private school within the Tustin Unified School District. It has grown from a preschool with 17 pupils in 1961 to an elementary and junior high school with a current enrollment of 420 students. Most of the students are residents of Tustin, Orange, Santa Ana, and Irvine, but

others come from more than 20 different communities throughout Orange County. The student body as a whole is English speaking. Ethnic groupings, however, include American Indian, Negro, Oriental and Spanish surnamed Americans.

The Lestonnac Library Media Center was established in 1972 through a sizable appropriation from the Home and School Association. Since then, the teachers increasingly committed themselves to utilizing the Media Center as an extension of the classroom and a multimedia approach to learning. Because of this extended use of the Media Center and the great demand on printed and nonprinted materials, the inadequacy of its existing collection was keenly felt. As a result of the project, the needs of students at all learning levels and capabilities are now being met.

This project has made St. Jeanne de Lestonnac School the very first model media center in a private elementary school in Southern California and the very first in a Catholic elementary school in all of Calif. The Media Center with its enriched collection of print and nonprint materials is totally supportive of the school instructional program which has been designed to challenge the gifted, to inspire the average and to provide an alternative mode of learning for the slow learners.

In the fall of 1976, the Media Center will occupy a facility which has been doubled in size through remodeling. The excellent support and cooperation of the LEA, Tustin Unified School District, typified the fine relationships that have characterized California's public school districts taking responsibility for title II projects in private schools.

Finally a report from Hawaii details a project designed to benefit a private school, Kona Association for Retarded Children. Seven hundred dollars was granted for a program titled, "Supplementary Resources for an Educational Program for the Trainable Mentally Retarded".

Description of project: The purpose of this project is to supplement and enrich the curriculum in social studies and science at the primary grade level. The target group consists of approximately 20 school age trainable students who are emotionally, physically and mentally handicapped, tested by diagnostic teams from the State of Hawaii, Departments of Education and Health. The mental ages of these students ranged from four to nine years. The students are generally from a rural socio-economically and educationally deprived environment, some with bilingual problems.

Materials provided will be used to supplement on-going programs. Currently, subject matter existing in the curriculum is taught without the use of school library materials, audiovisual media, diagrams, posters, or educationally-adapted books. These materials will be integrated into the programs, thereby upgrading and enriching curriculum and increasing the opportunities for learning with new educational stimuli.

10. CUMULATIVE IMPACT OF TITLE II ON THE EDUCATION OF PUBLIC AND PRIVATE SCHOOL CHILDREN

To determine just what effect -- in kind and degree -- ESEA title II exerted on education, and the extent to which the effectiveness or weaknesses could be attributed to provisions in the State plan of management and program goals, State education agencies made formal evaluation of projects, conducted on-site visits for monitoring purposes, and examined project applications and reports. Such assessments leave no doubt that the overall effect of the program has been good, in both public and nonpublic schools. High on the list of impact has been a change in the concept of the school library. As N.Y. summed it up: "Many districts have stated that the expanding concept of the school library as a media center, coupled with changing educational programs, created the desire for audiovisual and other nonbook materials. ESEA II funding was the major enabling factor in starting or developing broader nonbook collections in quantity and quality of format as well as in content". Another Northeastern State, Conn., concurred by saying: "Title II has been an effective means of establishing libraries in schools, by providing materials of greater variety and depth". R.I. saw a weakness in the program in that it does not carry provision for a strong evaluation so that in that State the cumulative impact had to rest on observation. Nevertheless, it credits title II with providing a wide variety of print and nonprint materials which are enthusiastically utilized by teachers and children. Other positive aspects to which title II can lay some claim are: (1) the success of individualized instruction and independent study, (2) cooperation between media specialist/librarians and classroom teachers and administrators, and (3) the involvement of teachers in materials selection.

N.J. furnished some very dramatic statistics to demonstrate improvement in libraries and library programs in the years since the inception of the title II program. This steady growth can be credited in large measure, either directly or indirectly, to ESEA funding:

Public Schools

	Librarians	Enrollment	Expenditure	Per Pupil Expenditure	
1958-59	406	727,371	$ 824,734	4.2	-
1965-66	880	1,285,360	$3,419,805	4.9	$1,485,819
Change	117%	77%	79%	17%	-
1965-66	880	1,285,360	$3,419,805	4.9	$1,485,819
1974-75	1,755	1,463,885	$8,694,918	10.1	$6,865,537
Change	98%	14%	154%	106%	362%

Pupils Per Librarian

1958-59	1 Librarian for every 1,792 pupils
1965-66	1 Librarian for every 1,461 pupils
1971-72	1 Librarian for every 988 pupils
1972-73	1 Librarian for every 929 pupils
1973-74	1 Librarian for every 906 pupils
1974-75	1 Librarian for every 860 pupils

The private school figures parallel the public school's. Even though there has been a decline in school enrollments since 1973, there has been an increase in the financial support of library/ media material and added staff, suggesting an improvement in quality of program as well as available quantity of material.

Private School

	1965/66	1974/75
Number of Libraries		
Secondary	121	127
Elementary	60	186
Expenditure for Books	$ 402,312	$ 741,471
Per Pupil Expenditures	$ 1.23	3.12
Books per Pupil	2.9	10.2
Librarians per Pupil	1 for 2,380	1 for 774

A fairly direct example of cause and effect was furnished by N.Y. in summing up cumulative impact in that State:

> The impact of ESEA title II in N.Y. was highlighted in March 1975 when the Rochester City Schools received the national title to the "School Library Media Program of the Year", presented by the American Association of School Librarians and the Encyclopedia Britannica Companies. Rochester's growth in elementary library programs from none to 46 since 1966 was achieved through the combined and judiciously planned use of ESEA title II and local tax levy funds.

A further indication of the cumulative effects of ESEA title II is represented by the comments below which refer to one specific use of funds but could apply to many schools and districts:

> During the last school year our school district received an ESEA II Special Purpose Grant. Since receiving this award, our Library Media Center at Calhoun High School has been a beehive of activity. The direct effects of this assistance have been to improve the quality of our holdings, provide for diversified materials on multiple reading levels, and in general provide our students and teachers with important learning materials. In addition to the immediate effects at Calhoun High School, the spin-off from this grant has played an important part in developing Library Media service in six

more secondary schools within our district. This gratutious effect is one of the real important things that happens when a district receives a grant.

On a more general note, N.Y. credited title II with the provision of high quality materials in subject areas frequently handicapped by lack of local funds, and in the increasing quantity and variety of nonbook materials. "The majority of projects have been reading oriented ... involving materials in many subject areas".

In Del. where the number of librarians is declining because of a decline in pupil population, library/media programs continue to exert a positive influence on the education of children, in public and private schools alike. In the nonpublic schools a need to attack basic skills has been met through the provision of high interest/low reading level resources. Reference materials and periodicals are now available where before there were none, and tapes and records are at hand to enhance classroom teaching and allow for independent study. Del., in sum, sees a cumulative impact on a State-wide level:

> The funds provided under the ESEA title II program continue to make it possible for students and teachers, especially in the economically disadvantaged school districts, to have library resources. Past history has shown that if they were to depend upon local financial support, the library/media collections would continue at a subsistence level and soon would be ineffective as learning resources. These districts are not able to increase their budgets each year because of the inflation that has increased general operating costs and salaries that are constantly increasing. This same increase in operating costs is also affecting the more affluent school districts making it difficult for them to increase their resource budgets. The ESEA title II basic grants and special purpose programs make it possible to provide good basic library collections with appropriate resources.
>
> In the economically disadvantaged school districts the facilities are not always up-to-date, attractive or as spacious as desired, but they do have a library program.

Southeastern States were by and large enthusiastic in their assessment of the impact of ESEA title II within their boundaries. W. Va. felt that a greater impact would result from larger appropriations. Tenn. reported some reluctance on the part of non-public schools to participate in the program. On the other hand, Va. believed that the "impact on private schools has probably been greater [than on public] as they had fewer materials and personnel at the start of the program".

Va. saw some very positive aspects, especially in those areas of special education, kindergarten, professional literature, bicentennial collections, that were targeted for title II funding. And there were fringe benefits -- the increased amount of materials had forced LEA's to provide more equipment and to increase their personnel, thus greatly strengthening the program at all levels.

In Ala. the effectiveness of the program [and its impact] was attributed to the strength of the State plan and the personnel who implemented it at both State and local levels. Parochial schools there especially reaped benefits, as shown in stratistics comparing "before and after". In 1968, approximately 50 percent of Catholic schools were without centralized libraries, had inadequate collections, and were poorly staffed. Because the State education agency included the requirement of a central library among the criteria for participation in the program, a strong incentive was provided. As a result, current statistics show that only two schools (three percent) of all the Catholic elementary and secondary schools in the State are without central facilities. As regards materials collections, in 1969 only 12 (20 percent) of the 65 Catholic schools could meet State standards of number of books per student. In 1975, all met the standards in that respect.

Among public schools in Ala., Jefferson County, where "many schools are located where public libraries are not available", averaged fewer than one book per child in 1968. In the school's annual report for 1975-76 that average is now 11.3 books per student. Jefferson County also felt that one of the best aspects of the title II State plan was a regulation requiring that 25 percent of funds be spent for audiovisuals, thus introducing newer media into schools where none would otherwise exist. Birmingham saw in title II a catalyst in centralizing library/media programs and collections; the means of purchasing materials needed to meet State accreditation standards, and perhaps most importantly, increased financial support at the local level. In summary the statement read: "Although local funds provided the real base for upgrading and establishing libraries in Birmingham, title II funds had formed long before local funds became available, the foundation on which the structure was built".

Ga. was another State to measure impact on education by citing library holdings -- at the advent of title II, there were six books per student average as compared with 13 today. Ga. also pointed up the fact that by providing new and current materials, the program has made possible the quality and "currentness" of collections. Other benefits have been the introduction of nonprint media, materials to support the gifted child and the reading program, and a broad selection of guidance and career education materials.

Increased spending for nonprint materials was seen as a plus by both Md. and N.C., the latter having funded more for nonprint in fiscal year 1975 than for print. It is through these newer media both States report curriculum changes -- changes stressing individualization of instruction,

inquiry and independent study. S.C. noted a growing popularity of minicourses in secondary schools and the widening use of flexible scheduling at the elementary level to meet individual needs of students. These changes are made possible because of the kinds and numbers of media furnished with ESEA title II funding.

To assess title II impact on education in States of the Mid-Continent proved difficult, since several -- Colo., Idaho, La., and Wyom. -- filed again the reports they had used in fiscal year 1974. From Tex., however, came a positive note in a report that 1975 showed an increase in ratio of librarians to students as one per 1,090, whereas at the start of the title II program, it was one librarian for every 1,460 pupils. Another ratio showed that in fiscal year 1966, there was one librarian per 67 teachers; in fiscal year 1975 there was one per 54 teachers. Tex. attributed this growth in the number of trained librarians to the fact that local educational agencies had become indoctrinated to the necessity of a good media program and were budgeting more monies to support the materials and instructional resources provided by title II. The requirement that schools evaluate program effectiveness has also influenced Tex. schools to examine carefully the quality and use of print and nonprint materials, a practice especially helpful in schools with large migrant and Spanish-speaking populations. Pupils in Okla.'s schools showed improvement in reading comprehension based on results of the Metropolitan Achievement Test. At least part of the success could be attributed to program help from title II.

Okla.'s private schools included some revealing quotations to sum up title II impact:

> "Title II materials have enabled us to offer individualized programs in reading, mathematics, the language arts, and science."
>
> "Reading scores are improving, with the help of reading tapes, to reinforce our phonics program."
>
> "For the first time our reading class has been able to branch out beyond a basal reader and workbook."
>
> "Now we can offer enrichment materials for the use of talanted students."

Ill. typified the thinking of States in the Upper Midwest by citing the impact of audiovisuals on traditional library holdings, and the expansion of supplementary instructional materials in varying formats and kind. Michigan attributed to these kinds of media, provided through title II, the introduction and continuing popularity of independent study, individualized instruction, and the development and upgrading of the library/media center itself. "Practically every student in Michigan has

used some materials purchased with title II funds. The strength of the program far overrides any weakness. Administrators and some media people have complained about amounts of paper work and "red tape", but no one has ever questioned the values of kids derived from using materials purchased with title II funds.

In Ind., a library consultant when asked about the program in that State, said: "In many cases title II funds have made possible those extra things that students and teachers like but schools never seem able to afford". And from a system level supervisor: "Because of ESEA title II, along with NDEA III, this school district has been able to change traditional libraries into media centers in an expeditious manner". Ind. has been pleased with the participation of nonpublic schools in the program. Part of a letter from the Reverend James P. Seculoff reads: "From my viewpoint as Superintendent of the Catholic Schools in the Diocese of Fort Wayne - South Bend, this is the most effectively operated of all the Federal programs. The Superintendents for Catholic Schools in the State of Ind. feel that title II is equitable and impartial".

Minn. saw a significance of title II beyond the funds made available, as psychological and educational in nature -- an impact it has made on school boards, administrators and personnel at all levels. By making educators aware of the need for a good media program it has brought about long range planning and selectivity, and in many instances has been responsible for experienced teachers taking further training in the use of these media.

In Mo., centralized libraries increased in number from 719 in 1964 to 1,487 in 1975, and certified librarians in the public schools from 369 to 792 in the same period of time. "The title II program has alerted many schools to the contribution a good library makes to an improved instructional program".

States in the Far West reported that the impact of many an diverse materials made possible the introduction of new subjects into the curriculum -- or perhaps new approaches to already existing ones. Ariz., for instance, because of supplemental materials provided by title II was able to implement courses in metric education, environmental education, free enterprise, women's studies, oceanography, and programs for the gifted. Nev. was pleased with the effects of concentrating on the provision of materials in the fields of reading, career education and science, believing that a greater purpose was achieved than if funds had been spread too thinly.

Ore. summed up by stating that the program had been instrumental in furthering the following:

- Library collections, for the most part, now meet or exceed State minimum standards
- Most school librarians/media specialists are cognizant of the need for careful selection of materials to meet needs of the curriculum
- School districts, recognizing the importance of adequate materials centers, now support such centers in materials budgets
- School districts recognize the importance of hiring qualified school library media staff to implement a quality program
- School library media centers are now encouraged to develop long-range acquisition plans
- School library media centers are now working towards attainment of minimum standards

Ore.'s conclusion is a hope that "the final impact of the above does provide effective education for both public and private school children throughout the State".

TABLES

Northeast	Conn., Del., Maine, Mass., N.H., N.J., N.Y., Penn., R.I., Vt.
Southeast	Ala., D.C., Fla., Ga., Ky., Md., Miss., N.C., S.C., Tenn., Va., W. Va., P.R., V.I.
Upper Midwest	Ill., Ind., Iowa, Kan., Mich., Minn., Mo., Neb., N.D., Ohio, S.D., Wisc.
Mid-Continent	Ark., Colo., Idaho, La., Mont., New Mex., Okla., Tex., Utah, Wyom.
Western	Alaska, Ariz., Calif., Hawaii, Nev., Oreg., Wash., Amer. Samoa, Guam, Trust Territory of the Pacific Islands, Bureau of Indian Affairs

The example from States and areas cited to illustrate the various topics covered by the report are arranged in order by the geographic regions - Northeast, Southeast, Upper Midwest, Mid-Continent, and Western.

The report indicates that the NDEA title III program is continuing to stimulate change in the curriculums and teaching strategies employed for instruction in the academic subjects.

The lengthening of sequences of study in mathematics, modern foreign languages, and the natural sciences also continues.

Larger numbers of teachers and pupils are acquiring the requisite skill and experience to use the newest technological advances. Special attention is being given to improvement of reading and writing skills and to developing in elementary and secondary school pupils the skills and attitudes to understand and exercise their rights and responsibilities as citizens.

New opportunities in technical fields and applied sciences are offered in industrial arts programs. More specific examples of the use of NDEA title III funds to improve instructional programs are cited in the following chapters.

2. STATE ADMINISTRATION OF NDEA TITLE III

The Federal allotment for administering of the NDEA title III program in fiscal year 1975 was $2 million. Of this amount, $1.5 million (74.9 percent of the allotment) was expended by State educational agencies for administration, with $501,455 carried over for expenditure in fiscal year 1976 (Table 2). Federal expenditures were more than matched by State educational agency expenditures amounting to $1.6 million, providing a total of $3.1 million for program administration. Administrative funds are used for such items as salaries of professional and other staff assigned to the program, for workshops and conferences dealing with the program and instruction in the academic subjects, staff travel, publications, office equipment, and materials and equipment for State activities related to programs of supervision in the academic subjects. State educational agency personnel assigned to administration of NDEA title III are shown in Table 3.

Matching Patterns

NDEA title III is a matching program. Local educational agencies pay a share of the costs of projects approved by State educational agencies and are reimbursed for the remaining amount with Federal funds. Uniform reimbursement or payment is not required. A number of State educational agencies provide a method called variable matching by which the ratio of reimbursement to expenditures is adjusted on the basis of comparative local needs. The matching patterns utilized by the States in fiscal year 1975 are shown in Table 4.

The majority of the States reported that local educational agencies were reimbursed at 50 percent of their allocation; however, 12 States reported some type of variable matching. These ranged from Ill. which reported funding almost 43 percent of the projects funded at less than 50 percent, to Minn. which reported funding about 27 percent of its projects at more than 50 percent.

Expenditures for Equipment and Materials

Federal, State, and local expenditures in fiscal year 1975 under the NDEA title III program for instructional equipment, materials, and minor remodeling used to strengthen instruction in the academic subjects -- science, mathematics, modern foreign languages, social sciences, English, and reading, the arts and humanities, and industrial arts -- amounted to $28.7 million (Table 5). Of the amount, $28.7 million went for instructional equipment and materials, with less than one percent used for minor remodeling (Table 6). Equipment purchased included all types of audiovisual equipment, e.g., film project, television sets, cameras, and videotape equipment, and laboratory and other types of instructional

equipment such as calculators, microscopes, reading pacers, and planetariums. Instructional equipment included films, recordings, books, maps, charts, globes, periodicals, and instructional games.

The Federal allotment for equipment, materials, and minor remodeling in fiscal year 1975 was $19.5 million (Table 5). Federal expenditures totaled $13.4 million. State and local matching funds used for the same purposes amounted to $15.3 million. Among the subject areas, expenditures for equipment and materials in English and reading ranked first, with expenditures for items in the natural sciences, social sciences, and arts and humanities, ranking second, third and fourth respectively (Table 6). Expenditures for modern foreign languages and minor remodeling ranked lowest.

3. MANAGEMENT GOALS

In administering title III of NDEA, it is mandatory that each State educational agency identify management goals. Such goals include the whole broad range of administration from project development, through review and monitoring, to the final reporting -- from the inception of a project to its final evaluation. This includes staff assignments, dissemination of program information, and determination of allocations. Mangement goals are to be reviewed from time to time and may be revised, or they can continue in operation as long as they are deemed appropriate to the current situation. Del. chose not to revise its six goals of the previous year, concluding that they remained fundamentally sound and hence applicable for fiscal year 1975. Maine's management goals continued to reflect a 1972 reorganization in its Division of Curriculum when specialists were assigned more general duties. The consultant for math, still retaining some oversight in his specialty, reviewed mathematics projects, while the music consultant approved projects for all the arts -- music, drama, art and sculpture. All other projects were within the purview of the coordinator. In Vt. six subject matter consultants, paid from State funds, assist local personnel in developing projects and reviewing applications.

Dissemination of information and inservice training continued as management goals among all States. Mass. listed four that touched on this aspect of administration:

- Providing each newly expanded regional center with information pertaining to all phases of proposal development
- Conducting workshops for local educational agency staff on proposal development at each regional center
- Visiting each regional center at least one day per month for personal assistance on proposal development
- Utilizing regional centers staff in the evaluation of each proposal to insure meeting local needs.

One of N.H.'s management objectives was "the establishment of a school visitation program to assist staff in the study of local needs and problems in certain critical subject areas", and N.Y. set up a schedule for about 60 visitations of previously funded proposals.

Broader participation in the program remains a goal of all the States, with N.J. directing "significant sums to the urban and rural poor districts", and Conn. striving "to include more of the smaller/underprivileged school districts as participants".

Among States in the Southeast, concern was expressed for a closer working relationship between State administration and the local educational agency in project planning and implementation. This was reflected in management goals to promote projects that would fit in with State established priorities, and to provide for State oversight. Ala. saw a State role "to increase direct assistance to local educational agencies in relation to project planning through on-site visits, workshops and conferences" and Fla. determined "to monitor at least one-half of the projects carried out at the local level". Md. attached importance to the provision of an adequate number of resource people at the State level to give leadership to its local educational agencies and also to provide consultant services relating to the priority areas established by the State Board of Education.

Increased emphasis was place on efficiency in speeding up the process of project review and approval, as in Ala. which had as a goal "to insure that no project remains in the State office longer than ten working days" (this is down from last year's 15). Fla. saw a need "to review procedures for studying and approving project applications", and on the local level, a need to revise application forms. In addition to notifying local educational agencies "as soon as possible" of project approval, N.C. wanted to broaden the program's base by obtaining at least 95 percent of local educational agency participation.

All States took pains to provide for dissemination of information, as expressed by W. Va. -- "to provide local educational agencies with guidelines, regulations, standards, and [all pertinent] information".

A part-mangement, part-program goal stated in one form or another by many States, referred to integrating NDEA title III with the total instructional program -- of insuring that projects were compatible with the State's overall plan for the improvement of education.

From the Mid-Continent States came continuing reports of management plans whereby consultants in special subject areas are assigned evaluation and quality control functions in both planning and operational phases of all programs, as in Wyom. where these specialists serve as a screening board to appraise special projects.

Ark. and Idaho, also recognizing the need for project appraisal, formulated goals insuring quality projects:

Idaho - To assist teachers and administrators in the development of projects in the critical subject areas in which the best available equipment and materials will be utilized. To conduct project reviews at the time of project submission in order to determine the eligibility of the materials requested; the practicality of the materials and equipment for the program planned; and the quality of materials requested.

Ark. - To systematically review all project applications to determine eligibility of equipment, materials and minor remodeling.

Okla. provided for State auditors from its State educational agency to check locally, and "to insure that plans submitted by local educational agencies have been implemented according to specifications and guidelines". Okla. also reported using a joint application form for ESEA title II and NDEA title III.

Tex. provided leadership as expressed in several management goals dealing with assistance to local agencies:

- To provide local educational agencies with a simplified process for submitting an application
- To provide local educational agencies with consultative and technical assistance, in-service education, program and financial reporting, and evaluation
- To determine financial needs of local educational agency projects and disburse funds according to a prompt time schedule.

The use of computerization was evidenced in several of Utah's management goals:

- To process project applications by data processing
- To receive and process copies of paid invoices to be matched by computer with approved projects.

States in the Upper Midwest reflected in the formulation of their management goals a renewed commitment to simplifying procedures, elimination of "red tape", a streamlining of forms and a unification of NDEA title III with other Federal programs. Two of Wisc.'s goals are illustrative:

- To appoint an NDEA title III advisory committee for fiscal year 1975 to provide assistance to the NDEA director and staff in making decisions related to proposal evaluation, setting limits for grant awards and establishing deadlines for program implementation procedures
- To coordinate the functions of NDEA title II with other Federal programs and department activities. (This goal was achieved by having other program efforts scheduled into regular NDEA staff meetings, with NDEA consultants working directly with other State and Federal programs such as ESEA II, ESEA III, ESEA I and Right to Read).

Ill.'s management goals embarked on a simplification and revision of procedures involving program participation and project approval as well as school district reimbursement.

Mich. and Kan. expressed goals similar in intent to those from other sections of the country in which specialists in subject areas were to be assigned duties of evaluating projects, and recommending acceptance or denial. To further guide local school districts in the achievement of NDEA title III purposes, Mich. distributed a publication, "Acquiring Equipment and Materials for the Academic Subjects Under NDEA Title III". Mich. also reported a mangement goal to modify criteria for participation to meet what it described as "changing educational needs of children".

Most of the States continued emphasis on monitoring activities, among them Kan. which rated itself as having limited success in this area, mainly with projects relating to the industrial arts, but also with those involved with the purchase of educational television equipment.

From the Far West come management goals designed to tighten up procedures and improved supervisory techniques in an effort to strengthn the NDEA title III program. Calif. opted "to utilize the consolidated application form designed to apply for funds from various State and Federal sources". Another goal of Calif. was the proposal to reorganize the administration of title III under a new Office of Planning and Federal Administration. In Oreg. an ad hoc advisory committee, consisting of local school personnel was to assist title III staff members in planning for the administration of the program.

Wash.'s management goals began with the gathering of State-wide data from which to establish standards and pinpoint needs for learning resources, materials and equipment. Subject area supervisors were expected to coordinate NDEA title III priorities and needs, with help from its Learning Resources Advisory Committee. In order to disseminate information about the program, Wash. planned "to sponsor workshops in the eastern and western parts of the State to aid school districts (especially the smaller ones) with NDEA title II applications".

4. MANAGEMENT GOALS AND COMPREHENSIVE PLANNING

The management goals formulated by the State for the Administration of NDEA title III operate within the framework of overall State education agency planning. Where goals require needs assessment for equipment and materials when a revision of standards is in order, or when improvement or supervisory services is called for, then coordination must come into play at the very highest level of the State educational agency. In N.Y. State, for example, the Regents' Examinations have provided a useful tool for the assessment of educational performance throughout the State, resulting in appropriate action being taken in areas of indicated weakness. NDEA title III's management goals call upon the State to implement and enforce laws, rules and regulations, to determine eligibility for and aid in distributing monies. School personnel look to the N.Y. State Education Department for information about the strength or weakness of a given academic area and work with the State in collecting and disseminating information related to teaching and management practices and about the efficient uses of resources.

State leadership and comprehensive planning were required, either implicitly or explicitly, in goals formulated in every State. Vt. called for "State consultative services" to strengthen the NDEA title III program and provide equalization of educational opportunities. And, as in all other States, planning at the top was required to evaluate, analyze and integrate the Federally funded programs with funding provided by the State of Vt.

N.J. reported that NDEA title III's particular characteristics -- especially those providing for the specific targeting of funds -- adapted themselves well to N.J.'s comprehensive State educational agency planning.

For the past three years the N.H. State Department of Education has been engaged in an extensive effort to determine educational needs within its borders, an effort undertaken in a survey of professional and citizen groups. Through written questionnaires, departmental task forces, and discussion groups, five goal areas were identified. Involved in this needs assessment were staff members in the Division of Instruction who are responsible for the supervision in the critical subject areas written into NDEA title III, therein providing a concrete example of the interweaving of management goals with a State's comprehensive planning.

Del. conducts an annual State-wide assessment of needs and develops goals by administering levels of performance testing in grades 1, 4, and 8. All Federal programs are then approved and funded within the priorities established by the State Board of Education. For fiscal year 1975, they included reading, career education, programs for exceptional children, scientific literacy, metric education, human relations, and gifted and talented students.

Management goals are made more easily attainable in Mass. through a comprehensive plan to reorganize six regional centers serving local educational agencies. The NDEA title III staff was able to conduct its workshops disseminating information at these centers, reaching every area in the State.

Among States in the Southeast, Fla. typified several ways in which NDEA title III management goals fit into comprehensive State educational agency planning. Staffing patterns, including those for title III administration, are reviewed frequently to guarantee that they comply with Federal objectives. The revision of application forms ties in with State planning, making possible the elimination or addition of items as may be required in the State planning process. Another item is the funding formula which enjoys scrutiny at the highest level of the State educational agency. The monitoring of programs at the local level is another important function performed by the State agency.

Tenn. has reorganized into nine planning districts, somewhat reiminiscent of those described by Mass. It is through these regional offices that NDEA title III staff provides program planning and technical assistance to local schools.

In the Mid-Continent, States attached great importance to the role of State educational agencies in conducting needs assessment, or in helping conduct them at local level. Idaho cited the "in-depth needs assessment" and its effect on systematic planning on the part of local districts. Wyom. also credited the State's "needs assessment activities as a major factor in objectives building, program planning and program monitoring". From Utah came a description of the State's overall program, planning and budgeting system which incorporated into the total planning effort NDEA title III and other Federally funded programs.

Among States of the Upper Midwest, comprehensive State planning usually took into account planning and management aspects of all Federal programs. Overall planning embodied in The Common Goals in Mich. Education addresses itself to equal educational opportunity for all. The NDEA title III management goal dealing with staff development activities and the improvement of supervisory services in the academic subjects fields, fits neatly into that phase of planning.

In N. Dak. where a mangement goal was "to provide staff leadership, information, and advice to all schools", comprehensive planning included educational programs to cover wide ranging needs of those from the slowest plodder to the intellectually gifted.

From Wisc. came an attempt by NDEA title III to meet comprehensive planning through direct support to local educational agencies, involvement in teacher education programs, development and dissemination in developing curriculum strategies, and providing planning and support activities for local school programs.

States in the Far West reported that management goals and State comprehensive planning usually neshed through the use of consolidated forms for Federal and State funding and through well-though-out long-range plans at the State level. Hawaii's work was somewhat simplified in that its single State-wide educational system is one and the same for State and local educational agencies. Its 1970 Master Plan for Education in Hawaii

required that all elementary, intermediate and secondary school programs be bent towards achievement of these goals. Wash. has its similar Goals for the Common Schools, adopted in 1972, and is further helped through its Consolpa, of which NDEA title III is a component. Subject area supervisors assist in the processing of applications and in the implementation of program priorities. Standards have been set for learning resources programs throughout the State and personnel from the State staff are actively involved in NDEA title III materials and equipment program.

Calif. has also discovered the advantages to be derived from the use of consolidated application forms, requiring comprehensive planning in the use of application of all funds in relation to the total resources base and educational program of each district.

State agency planning in Ariz. stressed a continuous evaluation system, an integration of the arts and humanities, and equal educational opportunities, all of which would aid, and be aided by, management goals formulated by NDEA title III.

5. PROGRAM GOALS AND PRIORITIES

Program goals and priorities established by each State provide the basis for a systematic attack on weaknesses in educational programs and permit adjustments as conditions change. These program goals are concerned with such elements as in-service education and strengthening instruction in the 12 critical subject areas to which NDEA title III addresses itself. Each State formulates its own goals, taking into account minimum standards, quantity and quality of equipment and materials, the need to support special and experimental programs, and the need to improve instruction in the academic subject areas. From these general goals, more immediate and specific priorities are then promulgated. A variety of factors determine the bases for program goals and priorities: generalized findings from review of former programs, current trends in education, needs assessment data, State testing programs, and the judgment of experienced supervisory personnel.

Many of the States in the Northeast continued in fiscal year 1975 their concentration of efforts on reading or on a combination of reading and mathematics, as in N.Y. and R.I. which identified continuing priorities in those areas. Maine, using its Assessment of Educational Progress (MAEP) listed its needs in order of importance as reading, civics, science, and English composition. Other program priorities recognized by Maine involved new or revised courses in study and innovation in teaching methods.

Some States, notably, Mass. decided to shift from the purchase of equipment (hardware) and urge local educational agencies to place emphasis on programs involving software and improvement of instruction.

Program goals relating to in-service training and improvement of instruction were established in most States as in N.H.'s (1) to establish in-service educational programs for teachers based on needs identified at the local level, (2) to develop guidelines and suggestions for the improvement of instruction in middle schools and junior high schools, and (3) to establish consultant and advisory instructional services to local educational agencies in the critical subject areas. N.J. continued support of a State-wide professional films. Broad program goals reported from other States touched on this same area of strengthening the instructional process as in Del. which, among other goals, strove (1) to improve instruction and (2) to improve supervisory and related services. Conn. listed a goal that would encourage experimentation in the teaching/learning process.

Program goals for fiscal year 1975 among States in the Southeast were expressed for the most part in broad and general terms, and delineated the State role in assisting local educational agencies. Md., for example, had goals "to encourage local educational agencies in the development and initiation of new programs in the critical subject areas; to supply

consultant services; and to assist in the development of evaluation procedures for instructional improvement. Tenn.'s one overall program goal was "to improve the instructional program", with priorities spelled out, to wit: (1) to equip new school facilities with basic materials and equipment to support instructional programs, (2) to acquire materials to help meet instructional needs in reading, and (3) to improve teacher in-service programs through the use of educational television for specifically developed programs, e.g., "Teacher-Made Materials" and "The Use of Learning Centers".

Ala. continued its priorities in the fields of mathematics and reading, with other areas to be treated as local districts established needs. Fla.'s chief priority lay in strengthening the basic skills of English, reading and mathematics, and Va. had a related goal of supporting curriculum change to increase the effectiveness of all academic learning with particular emphasis on reading and mathematic skills.

Miss.'s thrust was two-fold: (1) to develop teacher competency, and (2) to acquire special equipment and materials for programs in individualized instruction, nongraded schools and new curricula. Va. had as a goal the acquisition of equipment and materials to be utilized by the greatest number of students.

W. Va. which cited the general objectives of improving State supervisory services and strengthening instruction in the subject areas, then related these broadly expressed goals to three subcategories:

Personnel:

- Promote in-service programs to increase teacher competencies.
- Continue to enlist the services of State and local personnel in guidance, counseling, testing, instructional materials, publications, research, regional coordination of educational services, and personnel preparation in the pursuit of improved education in the State.

Curriculum:

- Encourage and stimulate local school districts to take an active part in upgrading the instructional programs.
- Develop, revise, and upgrade curriculum materials suitable for the needs and abilities of all students.
- Encourage the introduction of newly developed and proven programs.
- Promote local educational agency use of State educational agency.

Equipment, materials, and facilities:

- Assist in the acquisition of classroom equipment and materials for students and teachers.

- Assist local educational agencies in strengthening and improving educational facilities to meet established minimum standards.

The Mid-Continent reported some carefully thought-out goals and priorities, with some States referring to broad curriculum and instructional needs, others pinpointing two or three areas to be emphasized, and yet others being both specific and general at the same time, as was Tex. Taking the critical subject areas separately, as with mathematics, or as a group, as with history, geography, civics, and economics, it spelled out a set of goals for each. Naturally, with so many areas covered, these goals touched many different facets of the NDEA title II program such as the provision of materials, the promotion of individualized instruction, encouragement of the Right to Read program, providing of experience in multicultural education, and the conduct of in-service education.

The usefulness of NDEA title III in facilitating individual instruction, program enrichment, and organizational ability was cited in Utah, which would use title III funding for the necessary equipment and materials. Ark. had a similar goal, "to increase the effectiveness of instruction through the provision of equipment", and gave priority attention to program improvement in curriculum areas of mathematics, science, social studies, and modern foreign languages.

Okla.'s program goals, to be made possible through NDEA title II funding, included these:

- To provide students and teachers a wide range of media to promote the teaching-learning process

- To increase the student opportunity to scientific discovery through science laboratory experiences

- To increase the utilization of audiovisual materials in the teaching-learning process

- To promote the concept of independent study and use of the media center

- To make the media center the 'heart' of the curriculum

- To increase the quantity of equipment in an effort to bring local schools nearer to national media standards

- To provide resources with more breadth and depth in order to widen cultural horizons and learning opportunities of educationally deprived pupils.

From the Upper Midwest came NDEA title III program goals stressing improvement of instructional techniques, an increasing knowledge of the use of educational technology, and the promotion of individualized instruction. Priorities included the always prescribed reading improvement, but also some others not frequently mentioned. Kan., which places stress on its industrial education program, and in the past tied it in with career education, in fiscal year 1975 broadened the field to suggest projects that would teach saftey as geared to shopwork, using State guidelines for machine-guarding and eye protection. Two goals from N. Dak. are closely related to teacher in-service programs: (1) to provide opportunities for local district personnel to know and employ the latest developments in educational technology, and (2) to improve instruction through in-service and workshop programs. Ill. also established a goal for instruction improvement, plus an increased use of individualized instruction.

Wisc., which in the past has set up program goals, but not priorities, in fiscal year 1975 established priorities for its NDEA title III program. In its own words:

> During the time that the NDEA title III program has been in existence it has become evident that the expenditure of Federal funds could have greater impact if it were devoted to meeting established priorities. For the first time in fiscal year 1975 those priorities were clearly stated and made available to personnel from local educational agencies who worked with the NDEA title III staff in meeting program goals. The priorities established are:
>
> . Curricular, instructional improvement:
>
> Developing new approaches to subject matter.
>
> Redesigning existing curriculum.
>
> Implementing new program.
>
> Broadening and supplementing existing curriculum.
>
> Identifying appropriate curriculum for special target populations.
>
> . Curricular delivery system
>
> Providing means for individualized instruction.
>
> Establishing instructional learning centers in specific subject areas utilizing educational television (broadcast via new state network - closed circuit).
>
> Providing computer assisted/managed instruction.

- Interdisciplinary and multidisciplinary courses

  Implementing instruction in:

    Environmental education

    Career education

    Human relations

    Metrication

- Diversification of materials

  Providing multiple kinds of learning materials

  Developing and using local resources

Fiscal year 1975 goals and priorities among States in the Far West remained relatively unchanged from the previous year. Calif. continued emphasis on programs in early childhood education, special education, bilingual education, and basic skills development. In Ariz., where first priority was for local educational agencies which had never before participated in the program, local educational agencies were encouraged to rank their own priorities based on the needs of students within their districts. A continuing goal was to provide professional materials for use of media personnel and classroom teachers.

Alaska's goals for the most part were concerned with the provision of adequate and appropriate quality materials that would enable schools at all levels to expand existing or initiate special curriculum programs in the fields of English and social studies, in reading and biology, and encourage independent study.

Finally, in Hawaii, State program goals were identical with NDEA title III's goals in the areas of (1) developing basic skills for learning and communicating effectively with others, and (2) developing independence in learning.

6. ACHIEVEMENT OF PROGRAM GOALS

The success or failure of a program designed as in NDEA title III depends on the attainment, or relative degree of attainment, of the goals established by the individual States. In some cases, measurement was by formal evaluation, some programs could be rated statistically, but most programs had to be judged subjectively through on-site visits to monitor certain projects or through an assessment made by subject area specialists. An overall picture points to a fair degree of accomplishment, allowing for certain limitations.

In the Northeast, Conn. met with mixed success in a goal to bring more of its rural districts into the program in fiscal year 1975 -- it accomplished this for a total of 77 such districts, but qualified its success by pointing up the fact that limited budgeting resulted in thinly spread quantity acquisitions.

An area of success for most States was in that of providing supervisory and related services. Del.'s supervisory staff continued with summer workshops in the areas of career education, reading, the metric system, and human relations. A State-side in-service Education Day delth with contemporary topics and issues, and the development of instructional units and curriculum guides provided significant services to the educational program. In Vt. education consultants conducted special sessions on improvement and strengthening of the instructional program, providing information and advice on curriculum enrichment through the use of supplemental materials and equipment.

N.H.'s seven subject area specialists each made a minimum of 25 visits to local school districts in connection with NDEA title III projects and carried out additional functions in the area of in-service training. The consultant in reading and English, in cooperation with the Right to Read Director, conducted in-service training sessions at N.H.'s 28 local Right to Read Centers.

Partial success was attained in Maine, in working to upgrade programs in reading, civics, science, and English composition -- areas of priority as a needs assessment demonstrated. It reported that "little was done in civics or writing, [but] reading and science [claimed] the lion's share of NDEA title III projects". Several States expressed approval at the quality of the project application that had been made -- in Mass. almost 100 percent of the funded proposals related to the educational priorities established by the State Department of Education. Del. made particular note of the improvement made in program proposals devised by the local districts.

States in the Southeast met with relative success in achieving program goals relating to innovation in curriculum and instruction, in provision of equipment, and with in-service training and supervisory services. Va.,

which had a goal to support curriculum changes in all academic subjects with special emphasis in reading and mathematics, reported satisfaction in expending NDEA funds in this proportion: 28 percent for English and reading projects, 14 percent for the social sciences, 13 percent for mathematics, and 38 percent for the natural sciences. In Ala., social studies specialists have been revising a course of study which includes an 8th grade emphasis on law focused education. Projects in drug education were interdisciplinary in nature combining a study in science and the social sciences. In another area, the arts and humanities program has been upgraded by a summer State-wide conference attracting key teachers and supervisors from throughout the State.

W. Va. had a goal of upgrading curriculum materials, in which it felt it was successful. Special opportunities were provided for educators to meet and review materials, and course outlines and supplements were prepared and distributed by State educational agencies' program specialists and State Advisory groups. Md. and Tenn. noted achievement in similar goals of providing better quality instructional materials and equipment in fiscal year 1975 -- in Md., the State Department of Education provided direct guidance in selection and use and furnished consultation on a continuing basis. Tenn. was not able to equip all its new facilities as it had hoped, but did approve projects for listening centers, science laboratories, and multimedia kits. Through the NDEA title years, Fla. which has continued steadfast in its goal of making suitable equipment and materials available for all the critical subject areas, has greatly increased its holdings, software and hardware, print and nonprint alike.

From Mid-Continent States came optimistic reports of achievement, with only one rather major dissent. N. Mex. reported; "Due to limited staffing the program goals were not fully attained. The program specialist resigned and new personnel were not hired and trained in time to fully accomplish all program goals". Okla. also described the insufficiency of funding as well as its lateness and uncertainty but went on to list some encouraging goals achievement at the local level, such as "utlization of the newer technology, addition of new programs and materials, purchase of essential science equipment and enrichment of programs".

Throughout their reports, States have been interested not in acquisitions solely, but have expressed commendable concern for the proper use of these acquisitions. Idaho had as a major goal "to plan for acquisition of equipment and materials which will best suit the needs of the teacher in training and the learner in learning". Success was achieved by the State educational agency in preparing exhibits of new and recommended materials and equipment for teacher review, and by the Federal programs staff in group and individual conferences and in consultations re: remodeling and/or building facilities.

Ark., also focusing on materials and equipment, reported area supervisors as indicating; "there is evidence of curriculum improvement in those designated areas [metric education and reading improvement], much of which can be directly attributed to impetus from title III NDEA. The primary focus of the program is placed on the acquisition of materials and equipment".

Tex., which had reported a series of goals set for each of the subject areas, indicated that many of these had been successfully met. For instance, mathematics goals were met by putting into operation a number of mathematics laboratories, by introducing to the students a form of math technology through the use of minicomputers in the classroom, and by weaving career mathematics skills into the entire program. In-service workshops were especially valuable in the social studies program, emphasizing teaching methods, curriculum planning and implementation, and materials selection. In the fine arts, new and innovative courses were developed and disseminated and workshops were conducted in all the fine arts areas. Fine arts components were developed for the bilingual, career education and humanities programs.

Among States in the Upper Midwest, Ill. reported some success in encouraging local educational agencies to individualized instruction. Fifteen workshops were conducted, each attended by more than 100 teachers and administrators, and as a result many schools used NDEA title III funds to purchase materials and equipment to begin or continue individualized programs. Ill. worked towards another goal, "to improve instruction". Progress was made through efforts of curriculum specialists who averaged two days per week providing consultative services and conducting workshops in curriculum revision and teaching techniques.

Kan. was not so sanguine in its appraisal of goals realization. "To improve supervisory services" was rated "no progress", because of a staff reduction. "To improve instruction", however, met with moderate success, aided and abetted by the publication of guides in the English language arts, social studies, and economic/consumer education, and "curriculum libraries" maintained by curriculum specialists. Even the acquisitions goal was difficult to meet because of many factors, and a number of requested materials were late in arriving.

N. Dak. was a State that used NDEA title III funds for minor remodeling, and staff worked with local architects and school personnel in making necessary plans, Wisc. scored well in the areas of improvement of instruction, supervisory services and in-service training, reporting that eight new curriculum guides had been developed, some of them for introductory minicourses. One-hundred and eight-four teacher workshops were held, which was an actual gain over the 160 included in original plans. Specialists participated in evaluating 233 NDEA title III special projects, and a Statewide assessment was continued in the areas of mathematics, reading, science, and the social studies.

From Alaska and Calif. came some figures to attest to program goals achievement -- Calif. cited 283 projects successfully funded in fiscal year 1975 with 25 percent of all local educational agencies supplementing and enriching their instructional programs with new equipment and materials. Alaska, one of whose goals was to strengthen individualized instruction, funded 16 projects in fiscal year 1975 in the fields of reading, mathematics, and the social studies which supplies the materials and equipment to make that kind of instruction a reality.

7. IMPLEMENTATION OF GOALS IN NDEA III PROJECTS

Exemplary projects funded by NDEA title III in fiscal year 1975 were many and varied in technique, in innovation, and in method, and covered the whole broad spectrum of the 12 critical subject areas. They included minor remodeling, as in the Briarcliff Public Schools in New York State, where "sound deadened alcoves with starkly unadorned walls" were created to meet the needs of the learning disabled with weak organizational skills and easy distractibility and, as in a consolidated school in the Northeast that used NDEA title III funds to provide for the remodeling and equipping of two "released space" rooms into an adequate junior high science laboratory. Projects ranged from the purchase of single tape recorder for an oral/aural language experience in a two-room rural school to the installation of a complex computer terminal system in a large city high school. They introduced peer tutoring, independent study, small/large group instruction, and individualized technqiues.

From States in the Northeast came reports of a civic project in the Indian River School District in Del. Audiovisual materials were used to develop problem solving skills among teenagers who had been more aware of their rights and privileges than of their responsibiilties in today's society. The project itself was on the law-making process, and provided opportunities for students to examine, react to, make judgments, observe law procedures, and develop their own value judgments. An excerpt from the project description affords insight into this exemplary program:

> As an integral part of the instructional activities, the students examined the historical development of the law-making system via transparencies, charts, graphs, related films, and printed data to arrive ultimately at valid generalizations such as: Some system for regulating behavior is necessary to enable people to live together in society. Numerous situations were simulated to provide students with role-playing experiences so that they could examine step-by-step procedures skills for problem solving. They viewed related films, read or heard stories, and participated in actual simulations to develop a positive attitude toward the law and become less apt to conflict with the law. Students also examined the law-making process by following problems from the on-site situation to the making of a law suitable for controlling the situation. Field trips to various governmental law-making bodies in session or simulated on-site (citizen involvement in the law-making process generally insures citizen commitment to fulfilling the law) were scheduled. There was also provision for the use of actual loca, state, or national situations reported in local area newspapers and national news magazines for student inquiry and judgmental response.

An interdisciplinary approach to the study of colonial living furnished students in a Mass. junior high school with opportunities to understand the day-to-day problems and occupations of early Americans. Crafts projects in quilting, spinning, and weaving taught boys and girls alike an appreciation of the time required in providing everyday necessities, and also an appreciation for what had been formerly considered "women's work". A spin-off from this project was the sending of these junior high school youngsters to elementary classrooms where younger children were introduced to some of America's early arts and crafts.

Another Mass. junior high school used NDEA title III funds to "design, install and evaluate" a solar energy collector to conserve energy use at the school. Local newspapers alerted the community to benefits to be derived from this source of energy, and nonschool personnel such as electricians and plumbers helped in the installation. Inter-city and inter-departmental participation and cooperation set examples for further consideration and development of solar energy within the city, and resulted in bringing together teachers of science and industrial arts in a city-wide science meeting for the first time in 19 years.

Several industrial arts projects were implemented in N.H., where at Timberlane High School NDEA title III funds were used to purchase a vertical milling machine, the use of which provides students with course enrichment and insight into the metal processing industry. Because of the purchase of industrial arts equipment with matching funds, students at Kingswood Regional High School now have a course, "Introduction to Electronics and Plastics Technology", and at Pittsfield the program has expanded to include teaching in Bench Metalwork and Advanced Metal Design and Structure.

In South Portland High School in Maine, a mathematics project has been preparing students for the computerized world in which we live, and in addition introduces them to career opportunities in the field:

> South Portland High School, one of the largest high schools in the State, has long been a leader in student use of computers. Through a math project, the high school procured three DEC writer terminals and two CRT alphanumeric terminals (all digital equipment). As a result of the project, all high school algebra studnets have received instruction in computer programming and have had available a minimum of two hours of terminal time; there has been an increase of 60 percent in computer terminal time available to students. The high school algebra curriculum now requires computer instruction and other computer programming courses have been added. According to school officials, the chief benefits of the project were as follows: "With the power of the new computer as well as additional terminals, South Portland students have been able to get hands-on opportunities for career planning and initial skill development".

Intermediate science was the focus of a project in Canajoharie Central School District, a small and somewhat remote city in N.Y., which sought curriculum revision through the introduction of a laboratory approach to science:

> What is an established, commonplace part of the curriculum in many schools, therefore, approached the level of innovation in an economically depressed setting, where abandoned wooden typewriter tables served as laboratory desks, and where one film loop projector served the entire science department. Available local resources were annually depleted in supplying basic items, so that major funding to support a clearly defined need must have come from without. The district expressed confidence that it possessed the expertise but lacked the necessary resources. NDEA title III was able to provide proper laboratory tables, audiovisual equipment and storage cabinets, and the extension of electrical and gas lines within the facility.
>
> Improved material resources have enabled a significantly more diverse and individualized program. Based on broad ISCS (Intermediate Science Curriculum Study) outlines, the new program emphasizes critical thinking skills and encourages independent study attitudes as students interact with self-instructional materials within the framework of appropriate laboratory experiences.
>
> This modest, unassuming proposal, with needs so clearly defined, seems to embody much of the primary reason for the existence of the Federal program which was able to lend assistance.

A majority of projects implemented in the Southeastern States were concerned with the sciences, industrial arts, and reading and the language arts. Many relied heavily on the fitting out of laboratories and classrooms with audio-visual equipment. Md., for instance, described projects in several of its counties that provided hardware that could be used for any or all disciplines. Carroll County wound up the last phase of a five-year plan for the purchase of equipment to support teacher/student-made materials. In fiscal year 1974, camera equipment and visual-makers were purchased for all schools in the system; this year tape recorders were provided to assist in automatic programming of slides. Calvert County, for a project to improve instruction in reading through the development of work recognition skills, comprehension and self-selection, equipped listening centers with headphones and filmstrip/cassette projectors.

S.C., still plagued with low scores in the basic skills (reading and mathematics), described several projects to improve that situation. This was to be done by the provision in some schools of hardware that would provide

oral and visual experiences, and in others, by books to supplement the basal reading materials previously used. One school, where 30 percent of all first graders had been held back for one year, was supplied with equipment that could reproduce many and varied kinds of supplementary materials. In Lexington County, projectors, tape recorders, cassettes and filmstrips were provided to increase motivation and a desire to read.

Instruction in the metric system, as one phase of mathematics programs, continued in N.C. which enjoined students to "think metric" and designed and provided kits for assistance. In W. Va. several projects involving mathematics were reported, one of which provided learning packets for the mentally retarded, and for the gifted, electronic calculators and metric system learning materials.

Several Mid-Continent States reported projects for remodeling space to provide industrial arts facilities, and a number involved expansion or improvement of science laboratories. At Blytheville Junion High School in Ark., a preliminary evaluation of the curriculum offerings prior to applying for admittance to the North Central Association of Schools and Colleges (NCA), indicated that the school's science program was deficient, as were laboratory and classroom materials and equipment. An NDEA title III project provided the necessary equipment, enabling the school to meet NCA requirements, but [even more importantly] provided resources for students to see science demonstrations and participate in laboratory experiments.

Environmental and ecological studies continue to command a fair share of NDEA title III funding. N. Mex. reported the creation of a unit in the field study of ecology, designed to foster in students an understanding and recognition of man's relationship to his natural environment. An imaginative, and at the same time, pragmatic, project originated with Buhl School District #412 in Idaho in the area of environmental science. In its own words:

> Buhl School District #412 utilized title III, NDEA funds to purchase a camera to help achieve the objectives of an environmental science project. The District had previously purchased a 40 acre site which contained an area to be set aside for use as an environmental outdoor classroom. A committee of teachers, administrators and community leaders were appointed to develop, implement, and evaluate the program. A complete array of video and audio equipment was deemed essential in developing and evaluating this program. The District assumed the largest responsibility to provide the necessary funds. Some of the activities of the program included units or solid waste disposal, flood plain zoning and air pollution. The video equipment is being used to take the pictures, develop slides, video tapes, film loops, etc. They will be used in teaching younger students and in in-service programs for teachers. The video and audio materials will also be used to pilot information for other schools planning outdoor environmental science programs.

From the Upper Midwest illustrative projects covered remedial efforts in the basics and introduction to the metric system, but also went on to greener fields in the fine arts, modern foreign language, ethinic studies, and electronic telecommunications. Wisc. prefaced project descriptions with a few figures: school districts submitted 233 project applications for NDEA title III funds, 117 of which were given grant approval. Six selected projects were abstracted to illustrate the characteristics of the overall State program. They were in a variety of areas: (1) computer enriched instruction, (2) environmental studies, (3) Indian art and cultural heritage, (4) English-reading, (5) individualized science, and (6) super band cable television.

Mich. funded a project that made possible the exchange and interchange of information and instruction among seven different educational institutions -- it originates with the Lenawee Intermediate School District, and is titled, "Bi-Directional Electronic Communications".

> The telecommunications project was coaxial cable in a bi-directional (two-way) mode to connect seven different educational institutions which offer educational curriculums ranging from prekindergarten through post-gradutate levels to virtually all age groups. This allows individuals at any connected institution to exchange instruction with individuals at any other connected institution or series of institutions simultaneously. It also allows any computer terminal at any institution to interact simultaneously with the Hewlett-Packard Access 2000 computer at the Lenawee County Vocational Technical Center, and that all these transactions can take place on this single coaxial cable.
>
> This system has a current length of nearly 21 miles. The cable accommodates the modes of audio, video, and digital singals equally well, and is currently being used in all these modes. The educational institutions connected are:
>
> Adrian College
>
> Adrian Public Schools
>
> Lenawee Intermediate School District's Vocational Technical Center and Lenawee Institute
>
> Michigan's Adrian Training School
>
> St. Joseph's Academy
>
> Siena Heights College
>
> Sand Creek Community Schools

A high school foreign language program was enhanced in Waukegan, Ill. with the installation of an electronics classroom funded by NDEA title III. The system affords capacity for 18 learners of Spanish, French, and German to listen simultaneously to various recorded material including the voices of native speakers, cultural presentations, and literary selections. An added advantage is that this same equipment is used by teachers of drama, speech, music, social studies and reading, and is a part of the school's individualized instruction program.

From Columbia, Mo. came a brief description of an unusual bit of equipment that can be used in several different kinds of classes:

> The Columbia district, as part of its project, included three "Resusci Annie" manikins for cardiopulmonary resuscitation training. To quote the district, "Resusci Annies will be used in the 7th grade life science to teach rescue breathing and 10th grade biology, health, human anatomy/physiology classes to teach concepts dealing with the respiratory system and circulatory system and cardiopulmonary resuscitation".

Western States described a variety of projects illustrative of the effects of the NDEA title III program, including the establishment and fitting out of media centers to help those with learning disabilities, industrial arts studies with an individualized approach, reading clinics, English remediation, music appreciation and performance, and not unexpectedly, metric and career education. The State of Wash. told of "476 projects approved during fiscal year 1975 ... especially encouraging were the thoughtful and unique programs developed by small school districts". A listing of several projects from Ariz. provides insight into the nature and range of many exemplary programs: (1) mathematics and science manuals, (2) communications and mass media, (3) media centers, (4) mathematics computers, (5) systems approach to film use, (6) listening consoles for remediation, make-up and research, and (7) metric education. Haines, in Alaska, used NDEA title III funds to equip a career education center for children in grades K-8 which allowed them to perform and view themselves in various career roles. Hawaii continued projects emphasizing team-teaching, nongraded "person-centered" curricula, and independent learning, all made possible through the use of overhead projectors, cassette tape recorders, tapes, film loops, and other multimedia.

Reading programs continued to claim the limelight in many States, with Pendleton, Oreg. supporting with both local and Federal monies its high priority, on-going Right to Read project, and the Ocean View School District at Huntington Beach, Calif. reporting "mini-developmental reading clinics". This latter project enlisted the assistance of local college education television personnel in the use of video tape recording equipment and audiovisual materials. In addition to the VTR equipment the project utilized filmstrip projectors, controlled readers, "talking page" equipment, and other devices and materials. This particular program was evaluated and rated 80 percent effective in reducing raw score losses among target children in grades 2, 3, and 4.

8. CUMULATIVE IMPACT OF NDEA III ON EDUCATION

Seventeen years of NDEA title III have indeed left their marks on education, some minus, but mostly plus -- at all levels, in all subject fields, and in all areas of the country. What was cited as a weakness by one State was frequently a recognized source of strength in another, as for instance, the matter of matching funds. A few States saw it as a burden placed on smaller districts with limited access to resources, as an exclusionary device (not in intent, but in results). Others praised the matching fund requirement as a strength, requiring schools at the local level to "think through" the needs of their entire educational programs, and establish priorities for the spending of these funds. Perhaps the greatest unanimity in criticism was voiced, not unexpectedly, in the uncertainty of the funding from year to year, and its limited amounts.

N.J., for instance, reported that of its 600 school districts only 94 were funded by NDEA title III and that the financial impact was only .06 percent of its annual total school expenditures. However, the blow was softened by a sentence that followed, "In those school districts and those administrative project areas where funds were spent, the impact was significant". N.H. approved of matching local dollars with Federal dollars, seeing as a result a "more carefully directed program". And of course many States instituted variable matching to help poorer districts benefit from the program.

An absence of "red tape", or at least an absence of vis-a-vis similar programs, endeared NDEA title III to many of the Northeastern States, as did the concomitant benefit of allowing local districts to determine where and in what manner the funds were to be spent. The program was thought to have provided an equalization of opportunity for quality education, in providing new and updated materials and equipment, which resulted in new and updated curricula and instructional methods. Difficult as it is to single out an area "of greatest measureable improvement", many States might go along with R.I. which felt that progress in reading and arithmetic, followed by that made in science, had been especially rewarding.

Regardless of the subject areas which might have been chosen for greatest impact, all Northeastern States agreed that the program had strengthened diversification in methods of teaching and learning, had caused local educational agencies to increase staff in order to augment new programs and utilize new equipment, and had increased awareness in newer curriculum areas, such as computer education, metric education, career programs, and programs in special education for both the retarded and the gifted.

States in the Southeast reported a variety of improvements in their educational programs that added up to NDEA title III cumulative impact. In Miss. it meant great increases in the use of audiovisual materials and equipment in introduction, including educational television, and in the numbers of instructional materials in the elementary schools. On the

secondary level, it meant a needed expansion in the science curriculum in industrial arts, and the fine arts. Ala. felt that the program had done much at the local level to bring about a general improvement in the entire field of education, stating that NDEA title III is considered "throughout the State as being synonymous with programs for educational improvement". Ga. credited NDEA title III in stimulating, and partially funding, the establishing and equipping of laboratories for science, for language arts, and for industrial arts. Ga. had its greatest concentration of projects in reading, English, science, mathematics, and the social sciences.

N.C. using $64 million ($32 million NDEA title III and $32 million matching funds) for the purchase of instructional materials and equipment over a period of several years, reported, "Every school in this State has benefitted from this program". N.C. also reported favorable comments from local educational agencies some of which follow:

> The nonrestrictiveness of the program relative to enrollment figures and academic programs has made it one of the more worthwhile Federal programs available.
>
> NDEA title III has done more to raise the general level of instruction than any of the other Federal programs.
>
> Without the equipment provided through NDEA III, much of our instructional program would be inoperable.
>
> NDEA title III has motivated our Board of Education to increase our "matching funds" from $2,500 to $11,000 during a four year period.

And Tenn. commented on a facet that so many other States echoed in their respective reports -- the changeover from a textbook-oriented curriculum to one using a variety of media:

> The cumulative impact of NDEA title III over the years of program operation has been tremendous. Most schools in the State have progressed from primarily a textbook-oriented program of instruction to one which is designed to meet the individual needs of students. A variety of laboratory type experiences are being provided for students in the curriculum areas of math, science and the language arts. In addition, excellent collections of supplementary materials and supportive equipment are available in most local school systems.

Mid-Continent States were in agreement of the positive role played by NDEA title III in effecting change in teaching strategies by introducing the newer educational technology into participating schools. While they were

also in accord about the defects of the program -- largely late and uncertain funding -- they expressed the belief that the benefits far outweighed the minor inconveniences. Wyom. strongly supported the matching funds concept, seeing in it a means of improving the curriculum and educational program at the local level. Many of the States also credited NDEA title III with strengthening their own goals programs, as did Tex. in stating that it "worked in accord with the Tex. Goals for Public School Education".

"Change", "innovation", "individualized instruction", "access to materials and equipment" were words and phrases repeated time and again in narrative reports. An excerpt from Okla.'s summary is typcial:

> Local educational agencies in the State have become more aware of the value of media because of the emphasis and existence of title III NDEA. Teachers and students have access to materials and equipment that would otherwise not be available to them. The program in fiscal year 1975 either directly or indirectly affected instructional opportunities of approximately 519,114 learner participants. If one were to multiply this number by the number of years that NDEA title III has been providing funds, one would realize the potential impact on boys and girls in Okla. during this period.
>
> Weaknesses include uncertainty of funds, insufficient funds, purchasing restriction, lateness of funding and the matching requirement.
>
> The matching ratio is 50:50 in Okla.
>
> The overall effectiveness could be rated as good from the standpoint of initiating chnage in instructional patterns and opportunities. New standards have resulted in more and better media in the majority of local educational agencies in Okla.

The necessity of overall planning by local and State educational agencies and the "need to look ahead" in the wise use of funding was cited as a truly great contribution of NDEA title III among States of the Midwest. The program's demands for justification of projects, needs assessment and formulation of goals and priorities resulted in finding and exploring new approaches to teaching, in enhancing library/media programs, and in coordinating efforts of educational personnel. It was to the process of goals formulation and needs assessment that Mich. addressed itself in saying:

> It is through this process that educational impact is made within the schools of Mich. and using achievement tests as an indicator, it is a safe assumption that the NDEA title III program has been instrumental in enriching the education of the children in Mich.

An evolution of sorts in its NDEA title III program was described by Wisc. in its attempt to detail the impact on its schools:

> NDEA title III has undergone an evolution during its history in the State of Wisc. In the initial years the most obvious and immediate needs were met by providing matching funds for laboratories and large demonstrational equipment items as well as assisting in minor remodeling in order to update facilities. However, as the program continued, the need to provide for improved instruction along with the acquisition of equipment and materials became a high priority. In fiscal year 1975, only those projects that could attest to making contributions to established local goals as well as to state goals and priorities were considered for approval. In all cases there was heavy local staff and administrative involvement that assured that the Federal funds being used along with local funds would have the greatest possible chance to enhance the local educational system. In addition, the evaluative criteria used in approving projects for funding were designed to select projects primarily on the basis of potential impact. Project evaluations for fiscal year 1974 as well as early indications from projects funded in fiscal year 1975 verify that this impact has, in fact, occurred.
>
> The funded NDEA title III projects have provided a significant base for the subject area consultants to continue working on a State-wide basis for improved education. It should be noted that prior to NDEA title III the State of Wisc. was not able to provide subject area consultants to assist school districts in improving their programs. Through the years that NDEA title III has been in existence the subject area consultants have continued to work through a broad spectrum of State educational agency activities directed toward bringing improved instruction to the State. Without the NDEA title III program it is doubtful that they would have continued to exist during a time when a need to restrict State and local budgets became more pressing.

States in the Far West described cumulative impact in positive terms for the most part, although Alaska saw it primarily benefitting the larger school districts, with the smaller ones unable to meet the matching funds requirement and also usually too understaffed to developed a program. Both Ariz. and Hawaii saw its value in helping make available newer media, materials and equipment, and in the case of Ariz., playing a vital role in assistiang schools to meet standards set by the American Library Association and the Association for Educational Communications Technology. Calif. credited NDEA title III with providing and promoting new concepts, ideas and opportunities, many of which found their way into the RISE (Reform of Intermediate and Secondary Education) program.

9. LOANS TO PRIVATE NONPROFIT ELEMENTARY AND SECONDARY SCHOOLS

Under NDEA title III, loans to private nonprofit schools were administered directly by the U. S. Office of Education.

During fiscal year 1975, eight loans were made to elementary and secondary schools in five States, and two in P.R. The total amount approved was $145,850. More than 2,000 students benefitted from these loans. The distribution is shown in Table 7.

Loans were made for the acquisition of equipment and instructional materials and for minor remodeling to strengthen instruction in the subject fields of natural sciences, mathematics, modern foreign languages, social sciences, English, reading, industrial arts, and the arts and humanities. Minor remodeling was performed to improve instructional areas or to accommodate use of equipment for teaching the arts and humanities and industrial arts. The funds were used by subject, by amount, and in percentages as shown in Table 8.

The Baldwin School of P.R. used a large amount of its funds to purchase reference books for their library. Audiovisual equipment was also acquired. Their first loan, obtained in 1969, was used to purchase equipment and materials in the areas of natural sciences, mathematics, reading and English, and social sciences. This school was established in 1965, and is a branch of the Baldwin School of New York City which has received three loans under this program.

TABLES

Table 1. Allotments for equipment, materials, minor remodeling; administration of the State plan; and loan programs under NDEA title III: Fiscal Years 1959-1975

Fiscal Year	Equipment, materials, minor remodeling	Administration of the State plan[1/]	Loan program
(1)	(2)	(3)	(4)
1959	$49,280,000	$1,350,000	$6,720,000
1960	52,800,000	4,000,000	7,200,000
1961	47,520,000	3,750,000	6,480,000
1962	47,520,000	3,750,000	6,480,000
1963	47,520,000	3,750,000	6,480,000
1964	42,512,952	3,365,070	6,480,000
1965	69,992,500	4,619,215	9,600,000
1966	78,637,010	6,831,163	10,800,000
1967	79,200,000	8,980,000	10,800,000
1968	75,240,000	2,000,000[1/]	1,000,000
1969	75,240,000	2,000,000	1,000,000[2/]
1970	34,679,000	2,000,000	500,000
1971	47,500,000	2,000,000	500,000
1972	47,750,000	2,000,000	250,000
1973	47,750,000	2,000,000	250,000
1974	26,250,000	2,000,000	250,000
1975	19,500,000	2,000,000	250,000

[1/] Until Fiscal Year 1968, State supervisory and related services were supported in addition to administration.

[2/] Beginning in 1969, the loan program funds were no longer allotted by States, but administered as a total amount for the United States.

Table 6 Federal and State expenditures for materials and equipment in seven academic subject areas and for audiovisual libraries and minor remodeling under NDEA Title III: Fiscal Year 1975

Subject or Other Area	Cost	Percent of Total
(1)	(2)	(3)
Natural Science	$6,143,271	21.4
Mathematics	2,523,397	8.8
Modern Foreign Languages	668,574	2.3
Social Sciences	3,628,040	12.6
English and Reading	9,621,236	33.4
Arts and Humanities	3,102,256	10.8
Industrial Arts	1,704,750	5.9
Audiovisual Libraries	1,244,098	4.3
Minor Remodeling	139,561	0.5
Total	$28,775,273	100.0

Table 7

Loans to Private Non-profit Schools Under NDEA Title III:
Fiscal Year 1975

State	City	School	Amount
(1)	(2)	(3)	(4)
Massachusetts	Brookline	New England Hebrew Academy	$ 31,300
Michigan	Ann Arbor	Clonlora School	10,000
New Mexico	Sandia Park	Ceder Grove Community School	5,800
New York	Bronx	Yeshivah Torah V'Emunah	15,100
New York	Brooklyn	Yeshivah Harama High School	22,500
North Carolina	Laurinburg	Laurinburg Normal and Industrial Institute	6,400
Puerto Rico	San Juan	Baldwin School of Puerto Rico	16,200
Puerto Rico	San Juan	Colegio La Piedad	38,550
Total			$145,850

Table 8. Use of Loans Under NDEA Title III: Fiscal Year 1975

Subject (1)	Amount (2)	Percentage of Total (3)
Natural Sciences	$111,392	76.4
Mathematics	5,374	3.7
Modern Foreign Languages	7,470	5.1
Social Sciences	7,570	5.2
English and Reading	6,010	4.1
Arts and Humanities	7,004	4.8
Industrial Arts	1,030	0.7
	$145,850	100.0